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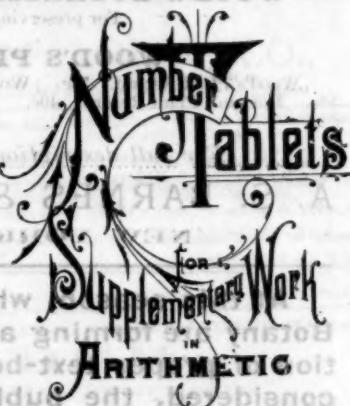
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CONTENTS.

EDITORIAL.

Working Easily—The Cause of Our Present Advancement—The Work of Mr. Leland..... 83
Methods and Principles..... 84

EDITORIAL NOTES.

A Chicago Man—Industrial Education in Germany—Decisions of the Hon. James E. Morrison..... 84
Dr. Milne. The Right Hour Gospel..... 85

EDUCATIONAL ARTICLES.

Talks on Psychology. By Col. F. W. Parker..... 85
Reading in the German Schools. By L. Seelye..... 86

THE SCHOOL-ROOM.

Notes. By Col. F. W. Parker..... 86
A Visit. By B..... 87
History Studies..... 87
A Method in U. S. History..... 87
A Language Lesson..... 87

TABLE TALK.

READING CIRCLES.

FOR THE SCHOLARS.

Interesting Facts for Boys and Girls..... 88
Songs for Little Ones..... 89
For Washington's Birthday..... 89
The Things of To-Day..... 89

EDUCATIONAL NOTES.

Personal..... 90
New York City..... 90

LETTERS.

Answers..... 91

BOOK DEPARTMENT.

New Books..... 92
Books Received..... 92
Catalogues and Pamphlets Received..... 92
Literary Notes..... 92
Announcements..... 93
Magazines..... 93

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There is a tide in the affairs of men,
Which, taken at the flood, leads on to fortune;
Omitted, all the voyage of their life
Is bound in shallows, and in miseries.

—Julius Caesar.

If a pupil does his work with difficulty and aversion, it proves that there is imperfection in adaptation. To work well, one must work easily. It was recently said in the *Christian Union*, that several years ago a little boy lived in Brooklyn, who was very fond of music; his mother, a wise woman, decided that he should have every advantage for the study of music that was in her power to give him. She worked and saved to pay the best teacher. Years passed away, and the little boy became a big boy who loved his piano next to his self-sacrificing mother. Means were found to send the boy to Europe to study, where he worked to improve every opportunity. The boy returned, a young man, and recently he played for the first time in public in the city where he grew up. In the audience were many people who knew of the struggles of both the mother and son, and it was a delight to listen to the music that was the result of those years of toil and study. In the audience also was the mother, happy in seeing her dreams and hopes realized. At the close of the concert the leader presented the mother with the baton he used in leading the orchestra.

It is quite certain that the mother of this young man did not have to urge him to practice. This conversation, it is probable, was never heard in that home:

"Paul, come, it is time for you to practice."

"No, it wants five minutes of the time."

Then, fifteen minutes later:

"Paul, go at once to the piano. I shall listen to see that you keep time, and practice all the time."

"I think it's awfully mean to make a fellow practice all the whole time, boo—hoo—ooo."

If he practiced in this spirit, he would never have stood before the music lovers of two big cities, conscious of a power and a gift that would enable him to repay to the fullest the love and sacrifice of his mother, and give hours of happiness to thousands.

OUR age owes its advancement to the fact that the problems of nature have been thought out and applied. Steam exerted as much expansive force four hundred years ago as now, electricity was as widely diffused, the metals were as abundant, and all the chemical materials as easily manufactured, but mind was asleep. Thought was in ruts. Nothing new was gained. Schools were tread-mills. Over and over again was repeated what somebody had said. This was all. The old was sacred, consecrated, and fossilized. To contradict an old doctrine or change an old custom was heresy—the punishment death. The sun went around the earth. There were three elements, fire, air, and water. Logic, geometry, and religion constituted the sum of philosophy. There was no astronomy, no chemistry, and no applied mathematics of much account. But, somehow, men began to think. Copernicus, Galileo, Kepler, Tycho Brahe, Columbus, Bacon, Newton, ventured to draw new conclusions. Others caught the fever, the number of thinkers increased; soon the earth revolved around the sun, there were twenty elementary substances, steam pushed the wheels of machinery, coal and petroleum were burned, electricity was chained to the car of labor, a railroad was built, a boat was propelled by steam. Men began to wake up and look around for other applications. It's all due to thought—the most contagious thing in the universe. It was a long time before it was believed that it was right to exercise independent thought. When Galileo proved by experiment at the leaning tower of Pisa, that two balls of unequal weight would fall to the ground in the same time, if of the same size, he contradicted a statement of Aristotle. Notwithstanding the evidence of actual sight, the university continued for hundreds of years to teach the falsehood of Aristotle and ignore the truth of Galileo. It was not thought right to contradict a statement of an old philosopher.

Philosophy was consecrated by too many years of old associations. But we have reached the light. Let us be thankful! We can think for ourselves! The old is not sacred only as it can be proved to be right. There are a thousand old things that shall stand the most rigid scrutiny of thought because they are built upon truth, and truth is the grandest thing the mind can find.

We are after truth. This is the end of life. Every inch of progress pushes down just so much of error. We rise by what we conquer. What is the truth about the teaching of arithmetic and language? What is the truth concerning the arrangement of studies in a course? How much of science, literature, physical culture, religion? These and a thousand other questions are asked, because there is a desire to know what the real truth is. We want the bottom facts, and will not be contented until we get them. This causes the restlessness of the age. It is a good omen. It proves life and coming health. It is far better for us to contradict a truth than accept it because we have been told it is so. Nothing is lost by honest investigation. Every good thing will bear the light, and the stronger the light the more perfect will it appear. Investigate! Think! Stop repeating words, words, words! The German poet Herder died saying to his friends, "Give me a great thought wherewith I may regale myself." A single thought worth thinking about is often equal to a week's study of books. A single great thought, originating in the mind of a thinker, is as good as a diploma. Thinking has made the age what it is, and will make the coming one yet more wonderful.

THE work of Mr. Leland in the Philadelphia schools deserves national recognition. His theory was that industrial pursuits should make a part of all children's education, and that it is impossible to teach trades in the public schools. He believed that the principles of decorative art can be readily learned by even very young children at the same time they are pursuing their ordinary studies. His plans received encouragement by the School Board, and the classes soon numbered more than two hundred. These children were all busy working out their own designs on paper, and in wood, clay, leather, and brass. The number of artistic products rapidly increased. Frogs multiplied, lizards became handles to jars, serpents and sea-monsters twined around vases, and plaques were numerous. One boy, with an eye to business, made over two hundred dollars during his summer holidays, by beating out in brass, designs he had borrowed from Mr. Leland. A Ladies' Decorative Art Club was organized, of which Mr. Leland still is the president. In all of this "he worked from pure motives of interest in his theory and its practical results, and with no other object in view but its ultimate success."

Is this education? Not according to the old idea. But it is education nevertheless. A child must be developed along the line of his activities,—and on no other line. We are so befuddled and befogged with the idea that a child must be taught how to read, write, and speak correctly, that we neglect the real end of school life—the training of the whole nature into a symmetrical maturity. Better a thousand-fold that a child should be able to use his God-given powers, and grapple successfully the problems of life as they are met, than that he can parse. "I thought him to be a man," spell "catarrh," or give the exact latitude and longitude of Hong Kong.

Somebody who delights in bearing false witness against his neighbor will say that we oppose the teaching of the "fundamental branches" in the school-room. We do not. Throw nonsense out of teaching, and there will be plenty of time left to exercise children on things they like to do. We have shown and shall show just how we know this can be done.

METHODS AND PRINCIPLES.

What have teachers to do with principles and methods? In other words, how can a student learn how to teach? There are some who decry the science of education, and say that there are no fundamental principles underneath good teaching; that all the modern talk concerning Pestalozzian axioms and Froebelian doctrine is nonsense, and the sooner it is stopped the better it will be for the rising race of children in our schools. They either ignore or decry such works as Payne's Lectures, Tate's Philosophy of Education, Johnnot's Principles and Practice, and Sully's Psychology, and tell the young teacher to go at his work, make his pupils learn, keep order, be prompt, truthful, and kind, and do whatever seems right in the sight of his own eyes, and he will not be far from the right road.

The number of such persons is greater than it would at first be supposed. They are found in every state and almost every county in all parts of our country. "What shall be done with them?"

Nothing. Let them alone. If at the close of the most brilliant educational century this world has ever seen, they have no capacity, with all their advantages, to see that the science and art of education has assumed forms and systems, they cannot be made to see by any effort we can put forth. They are dry to the roots—only an incumbrance to the ground they occupy. Our work is with those who are coming upon the stage of action—the young teachers of our land. In these is our hope. If they catch the inspiration of the times, their work will show it, and we may expect better times to come. In scientific principles and methods is our hope. What are they? Among the very first is this:

The number of facts a pupil learns is by no means the measure of his success. It is not what he learns, but how he learns, that is to make a man or woman out of him. The old idea that a child must spend his days in memorizing a book has gone by, yet it would astonish us were we to know how much of this system still remains. We are coming to realize that we actually use but very little of what we learn in schools. It is the mental power we gain that goes with us, and serves us good purpose when thrown upon the world. The college graduate who assumes superiority because he holds a diploma, and considers himself as belonging to a privileged class because of his technical attainments, will soon find himself shoved aside by the farmer boy, who, while following the plow, or by candle-light, has learned to do his own thinking, and kept an active sympathy with the world as it is. The college graduate often wins a great success, but it is not because of his books or his certificate, but because he has learned how to grapple forces as they are met in actual life, and turn them to good account. The number of facts he has learned stand in the same relation to the ripened harvest as the grindstone to the sickle. The stone didn't cut the grain, but it made keen the edge of the instrument that did the work. Mind conquers to-day, not guns. Mind rules industry and trade. Facts are dead things in school, except as they are turned to account in training mind. Give a young man mind, character, and body, and even if he never knows how many tens there are in the subjunctive mode, he will succeed.

Another principle basic in its application is: *Take nothing for granted except axioms.* It is astonishing how many there are who stick to antiquated lies. It belongs to the uneducated teacher to repeat what he has been told to say. Words! words! words! What are they often but empty sounds! In this consists the bondage of our profession, that we repeat over and over again the antiquated fallacies of a dark age. "The subject of a finite verb must be in the nominative case." False in English, except in a few instances. Nouns in our language have no cases—as in the Latin and Greek. "Active transitive verbs govern the objective case." "John saw James." "James saw John." No cases here. In one sentence John is the subject, in the other it is a part of the predicate, completing its meaning. Thousands of teachers are requiring the fallacies of grammar to be memorized, with no thought as to their real logical meaning. Take the following, from a "learned" grammar quoted in a recent article by J. E. McCartney, in the *Educational Gazette*:

"The transitive verb, dealing as it does with two entities, the action passing over from one to another, we are at liberty to look at the action from the point of view of either of them, to view the action from its starting limit or from its respective limit, and hence we may have two expressions for the same fact.

We have for transitive verbs an active and a passive voice. From the very nature of the intransitive verb, it can have no distinction of voice, as it makes not the

slightest difference from which end we regard the action that has its end within itself. This is all, two classes of verbs, and to one of them two forms or voices.

In contrast to the above, let us turn to the grammar, and see what was done when the teacher said, "Now, John, you learn all about verbs to-morrow, the next three pages of your book." And this is what John learns:

"Verbs may be divided into four classes—active, passive, neuter, and deponent."

We might as well begin a treatise on ethnography, with the somewhat startling sentence:

"Men may be divided into four classes, tall, short, hungry, and rich."

But our author, for I am quoting word for word from an author in very common use, and a LL.D. at that, goes on:

"Active verbs express action, and are divided into transitive and intransitive."

To carry on the simile we might also go on:

"Tall men are those above the medium height, and are divided into good and bad."

To return to our LL.D.: "Passive verbs express passion." Now to a child's mind what idea is given by the word "passion" except anger?

When a word has entirely lost its original meaning, we submit that the attempt should be given up to try and force that original meaning upon it.

But the author goes on to explain the term in a parenthesis. "Passion (that is the receiving or suffering of an action), as *laudor*, I am praised."

Now, when a boy of ten years is told that the *suffering of an action* is illustrated by the expression "I am praised," what idea, in the name of common sense, can he be expected to derive from it? If he be a sensible boy he will shut his book in disgust.

But let us go on: "Neuter verbs express neither action nor passion, but simply being or a state of being, as *dormio*, 'I sleep.'" A remark immediately below says that: "Neuter verbs are few in number, and are often classed under intransitives."

That is if we should say, "Hungry men are few in number, and are often classed under tall men."

We go on: "Deponent verbs have the passive form but an active meaning." That is in our ethnography, "Rich men are those that look as if they were tall, but are really short," &c.

I know that men are not verbs, but I submit that the confusion in the case of the ethnographical lesson would be no greater than would exist in the pupil's mind after really endeavoring to master the above classification of verbs.

How many children this winter understand the following statements: $\frac{1}{2} \times \frac{1}{2} = \frac{1}{4}$. $2 \times 2 = 4$. $\frac{1}{2} + 2 = \frac{5}{2}$. $\frac{1}{2} + \frac{1}{2} = 1$. $\frac{1}{2} + \frac{1}{2} = 1$. The expressions represent the truth as our arithmetics explain, but thousands of pupils learn them as unmeaning symbols. It is taken for granted that they are understood, and the minds of pupils are much injured thereby.

We might in the same manner examine history, geography, spelling, and reading, and show how hundreds of times things are taken for granted that are not at all axioms.

An engineer understands the machine he runs. The teacher should understand the machine he takes charge of. How does the mind grow? What is the imagination? How can the memory be cultivated? These and other equally important questions make us believe that it is a fundamental principle that:

No teacher should attempt to train the mind unless he understands its parts, growth, diseases, and how to adapt instruction so as to develop a well rounded maturity. You say no one knows the mind perfectly; how can the ordinary teacher be expected to be a philosopher? This is difficult, we admit now, but it is nevertheless a fact that the teacher who does not know the mind she attempts to train, is certain to make many grievous mistakes; she spoils mental growth, and destroys what might be a well-rounded maturity, and, what is sad—too sad to think of—she does not know it. Ignorance of the minds of children is the cause of ten thousand daily mistakes, wrecked lives, and miserable deaths. These are facts. Ignore them, teachers! and you will be held to a stricter account at the bar of justice than any physician who cripples the body of his young patient through ignorance in performing a surgical operation!

THERE is moral power in thinking. Nine tenths of all the crime comes from want of thought. Let a young man think twice when he is tempted to commit a sin, and he will not commit it.

THERE is a man in Chicago who thinks that we have no "schools of thought on the professional literature of teaching." It is quite evident that he sadly needs a "broader culture which will refine and ennoble his character, and give a perspective to even the most elementary instruction" he is called upon to give. His educational history gives ample evidence that he sadly needs it, for as soon as he writes on school topics, "a thick, black cloud settles down, the very atmosphere becomes stifling, he is shut in and tormented by it, all because he has no intellectual life of his own." "Can dead punk kindle a fire? Can the blind enable others to see?" These are important questions for our Chicago man to think about. Perhaps he may yet discover that there are a few educational principles underlying the work of the school-room.

"While the lamp holds out to burn
The vilest sinner may return."

NATIVE Japanese who can converse fluently in English are quite common in Tokio and other Japanese cities. There is one street in Tokio which is filled with English bookstores. Lectures in universities and colleges are given in either English or German, and some common schools have adopted English as a part of their study.

THE industrial development of Germany is attracting the serious attention of the civilized world. It has been recently said that "with an inadequate seaboard, without easy access to the great markets of the world, hemmed in by military powers, and divided up herself into a number of small states, each with its own tariff, Germany has managed to overcome all obstacles in the path of her industrial development. This progress is due, not to protection nor to any other artificial contrivance, but to the thorough and universal training of the German people. German education, which is often called impractical in this country, is probably the best investment that Germany has ever made. It has not only given her a great line of scholars and thinkers, whose influence all the world feels, but it is filling her workshop with educated men who know how to compete successfully with the half-educated workmen of other countries. All the German working-people have the benefit of technical education, while their employers are trained in the best methods of science, and know how to use science to practical ends. The German sugar trade, for instance, is leading the world, because of the superiority of the German chemists. American educators and young men desiring to perfect themselves in the higher branches, have been going to Germany for the last half-century."

HON. JAMES E. MORRISON, State Superintendent of Instruction, of New York, has recently rendered the following decisions in answer to inquiries respecting the points involved:

1. In a letter, dated Jan. 31, 1885, Supt. Rugges wrote: "I think that you have good right, if authorized by the trustees, to discipline the scholars for using tobacco in the school, for irregular attendance, for bad conduct, or for refusing to make good, damages done school property. The suspension of a pupil from the school should be the act of the trustees." In the same letter he said: "It has been held by this department, that a teacher's authority over pupils ceases after the close of the school and when they retire from the school grounds." It seems a natural inference that the teacher has a right to control pupils on the school premises in any reasonable requirement. I am of the opinion that a teacher has the right to forbid the use of tobacco by pupils on the school grounds.

2. The teacher, in the absence of regulation prescribed by the trustees, has the same power of punishment as the parent. But this right must be exercised with the same discretion and limitations as would be expected of a kind and judicious parent.

3. The law does not contemplate that pupil teachers shall be employed in any of the schools of this state; but it does not prohibit one pupil from instructing another. If any school is too large to be instructed by the teacher, the trustee should provide an additional teacher. Pupils might perhaps be allowed to instruct other pupils, in case they are properly qualified; but this should not be allowed as a substitute for an adequate teaching force.

4. Children visiting or boarding in the district, but whose homes are elsewhere, should draw public money in the district containing their permanent residence. In regard to the enumeration of children of school age, in the employment of persons residing permanently or temporarily in districts other than where the parents or

guardians of such children reside, it is impossible to lay down a rule with the requisite precision to meet all cases. Each individual case must necessarily rest upon the particular circumstances attending it. In a general way, however, it may be said that if the child of school age is actually in a particular district, composing a part of the family of an employer who resides permanently or temporarily in such district, and such employment is in good faith and constitutes the principal cause of such child being a part of said family; and is not a mere convenience incident to another principal matter, namely, the attendance at school, then such child should be enumerated in that district and not in the other district where his parents or guardians may reside. If the employment is not real and substantial, and is only a pretence or cover to secure free tuition, then the child should not be enumerated in that district. Whether a case belongs to the one or the other of these two classes, is for the trustee to determine, after fairly considering the facts and circumstances bearing upon the points above suggested.

5. The law requires the closing of all schools outside incorporated cities during the holding of a teacher's institute in the county. In case trustees refuse to close a school for such institute, it will work a forfeiture of the public money depending upon the attendance of pupils during the time of the institute, and the time cannot be counted as a part of the twenty-eight weeks required by law. In closing the schools during the time of an institute the law has no other object than to enable teachers to attend such institute. If teachers were not to attend the institute, the law would not only be of no use, but would be injurious. It is, therefore, plainly the intent of the law that teachers shall attend the county institutes, and it is their duty so to do.

6. The blanks for recording the attainments of pupils were inserted in the register for the purpose of providing the means of classification and grading at the beginning of a new term, and especially in those cases where a new teacher is employed each successive term. It is difficult to see in what respect such records are more burdensome or less useful in rural schools than elsewhere, and in many cases they will evidently be of more value in rural districts. They are required by the Superintendent under section 53, title VII, chap. 555, laws of 1964, which provides that teachers shall enter in the blank books furnished "any other facts and in such form as the Superintendent of Public Instruction shall require."

The Independent of this city strongly endorses Dr. Milne as State Superintendent of Public Instruction, N. Y. It says of him: "Trained in the district and normal schools of the state, beginning to teach before he went to college, graduated with high rank from the University of Rochester, at once made vice-principal of one of the Normal schools of the state, resigning that place within two years to organize the state school at Geneseo, N. Y., which has come, under his management, to be one of the largest, if not the largest, of the eight Normal schools of the state, Dr. Milne has placed hundreds of his pupils as teachers in the state. As a lecturer on educational methods and a conductor of teachers' institutes he has had large experience. He is the author of a very successful series of mathematical text-books, which are widely used, and which prove his practical acquaintance with the needs of the school-room. Far from being blindly devoted to the work of the public schools, however, Dr. Milne has done excellent work in preparatory Latin and Greek. He is a fine classical scholar, and has more than once refused to take honorable positions in our colleges. The choice is to be made between such a man as he and a professional politician."

Three years ago Dr. Milne declined the presidency of Macallister College, Minn., to which he had been unanimously elected.

THE eight-hour gospel is supposed to be a cure for most of the ills that now afflict working men and women. The question: "How many hours' work can be forced out of humanity?" is one not yet settled. In some branches of work, fourteen or fifteen hours of continuous labor is demanded, and in most factories workingmen and women are obliged to commence at seven and work until six, with a half-hour intermission. This is the ordinary working day in this city. A young married man in this city has not seen his little daughter by daylight, except on Sunday, for three months. When he leaves home in the morning it is dark and when he returns home it is after the lamps are lighted. What is to be done? Nothing at present. The work of the world must be done, and with the present depression and com-

petition in trade and business, as little as possible must be paid for it. The prospect is that in the future, matters will grow worse rather than better. The only way out of the difficulty is to create a larger respect for the rights of humanity. A Christian regard for a man and woman as having some rights that should be respected must grow. A new civilization is needed in which the minimum of toil shall be required and the maximum of wages paid for it. This time will not come until liquor saloons are not patronized, and libraries more commonly frequented—until boys and girls grow up with better designs and purer lives and the church has greater power on the masses of mankind.

WE are very sorry to hear that DR. PHILBRICK, of Boston, well known throughout the country, as one of the most distinguished teachers, has been lying for several days at the point of death. For many years his name has been identified with important school work, both at home and abroad.

THE next meeting of the National Association at Topeka, bids fair to be one of the largest in its history. Our Kansas brethren can make preparations "to eat and sleep" a large number of down-east Yankees from old New England, and a still larger number of reformed Yankees from New York, New Jersey, and Pennsylvania. When eastern teachers make up their minds to go, they go; and the eyes of a large number are fixed in the direction of Denver, Salt Lake City, the Garden of the Gods, via Topeka. Depend on what we say, and be prepared, young Kansas, to take care of your eastern uncles, cousins, and aunts, jolly good specimens of the *genus pedagogus*, every one of them.

HON. WARREN EASTON, President of the department of superintendence, National Association, announces that a preliminary meeting will be held in the "red parlor" of the Ebbitt House on Monday evening, February 22d, at 7:30 P. M. The regular sessions will be held in the building of the City High School the two following days.

THE February number of EDUCATION, under the management of Dr. WILLIAM A. MOWEY, of Boston, is full of interesting material.

THE proceedings of the recent meeting of the commissioners at Ithaca have not yet reached us. We expect to present them to our readers next week.

TALKS ON PSYCHOLOGY.

BY COL. F. W. PARKER.

II.

I find, from the investigations suggested in chapter I., that I am conscious of certain things:

1. The images of hen, horse, cow, house, etc.
2. These images have definite forms and colors.
3. I can think the color, red, in twenty or more different images of objects.
4. Can think the size of these objects.
5. When I think of size definitely, I limit extent by some definite measure, as inch, foot, yard, etc.
6. Cannot be conscious of any color without being conscious at the same time of a colored object. If I think a colored surface—the surface is limited. Therefore, I think of a colored object—i. e., the limited surface.
7. Cannot be conscious of the ideas represented by runs, walks, flies, swims—without being conscious of the images of objects associated with these ideas of motion.
8. The same is true, to me, of swiftly, slowly, well, easily, etc.
9. When I think ideas of relation, like, on, and, into, I think also of ideas that are related; that is, when I think the idea in—I think of something in something, as, the lamp is in the room.

I know all these images that come successively into my consciousness are made up of parts, qualities, properties—because I can analyze the images. I hold the image horse in consciousness, and I can think its color, form, size, weight; I can think it as standing, moving, lying down, trotting, running.

10. Sounds can be thought in the same way—sounds of objects, bells, engines, cars, wagons, voices, tunes. The tunes are made up of different notes; these notes are in my mind.

11. I cannot think of tastes and odors without the tastes and odors are present.

Conclusion, I have in my mind certain forms, colors, sounds. I can analyze the forms into surfaces, and lines or meeting edges. I can think an image made up of several colors, and I think each color distinct from all the other colors.

What is the difference between thinking an image of object when the external object is not present, and thinking it when it is present?

I can see no difference save in vividness or distinctness.

Whence come these pictures and ideas of sound? One minute ago, I was not conscious of them, now I am conscious of them; or, I was unconscious of the image, now I am conscious of it. Did these images come into my mind immediately from the external world? That cannot be, for a word alone cannot bring the image of a horse or of a house into the mind.

When the object is present, does the image come into my consciousness directly from the object? That same image has been in my consciousness before; does it come in anew from externality every time the object is presented? If it does not come in immediately from externality, whence does it come? Do both the object and the word have the same general effect? that is, does each cause an image, concept, or idea to come from the unconscious to the conscious? If this be true, what is the difference between the recalling effect of a word and an object? Why does the object recall the concept or image more vividly?

The strongest proof that I have a sound in my mind is, that I can utter it! Is the sound more distinct in my consciousness before or after I utter it?

How do I know that an object exists external to my mind? Of the existence of which am I the more sure, the external object or the internal conscious image of the object? Which do I know first, the image or the object? Can I have an image when there is no external object which corresponds to it? Is an image of reality as much a fact in my consciousness as an image of fancy? What is the difference? How often are we deceived by the appearances of objects? Can I know that any object exists, except by a certain effect upon my consciousness? What is the thought-basis of the statements: there is a lamp; this is a desk; this ink is black?

What do you call such thoughts?

What is the absolute basis of any description of an object? How much of the object can I describe? When I have thought of all the attributes of an object what have I done?

Into how many elements can I separate the concept of an object?

What is the limitation of all the resemblances I can see between two objects? What of the differences? What is the basis of the mental process of comparison? How many colors can be seen in an object?

What is seeing? Why can one individual see more colors than another?

How came these images, ideas, mental pictures, sounds, forms, originally in my mind?

Were they born there?

A person born blind can never think color; a person born deaf can never think sound. Every child, it is said, is born not only deaf and blind, but without taste, smell, or touch. Are these images and ideas in the mind of a new-born child? They may be in the unconscious, but have not been brought to consciousness. What brings them to consciousness? Are they as distinct when they first come to consciousness as they afterwards are? What increases their distinctness?

If ideas of color, form, and sound are not inborn, how do they get into the mind? Does externality put them there?

If they are not inborn, there must be some mental power or powers capable of receiving them?

Are the powers of each new-born child identical?

If identical, in what consists individuality?

"Our first need, therefore, in the study of psychology is a familiarity with the facts of our own consciousness."

KEEP the children's faces toward the light; keep their hearts open to the truth; keep them doing, ever doing right things, and let the wrong severally alone. Wrong is never so distinctly comprehended as when purity shines upon it from the depths of a truth-loving heart. Never allow the child to think a wrong form or a wrong thought, if it is possible to prevent. Spend all your precious time in doing right—in "seeking after righteousness;" let beatitudes take the place of curses; let the eternal do take the place of the everlasting don't. P.

READING IN THE GERMAN SCHOOLS.

BY L. SEELEY.

INTRODUCTORY.

As in America, so in Germany, different methods of teaching are employed. But the Germans have reached by far a greater uniformity of practice, a nearer agreement of methods of instruction, than has yet been reached in America. True, there are various parties, and each party contends tenaciously for its theories, holding them to be of vital importance, and often engendering great bitterness in discussion. Many questions which are still the battle-ground of American pedagogical discussion, were settled decades ago in German schools. The "A, B, C" method, oral spelling, use of many text-books, wearisome and frequent examinations, are questions that are settled forever. The teachers are instructors! Their business is not to stand as task-masters or lesson-hearers, or watchers of the children while they study. In the American sense, the pupils have, practically, no study hours in the school. All the time of the teacher is given to instructing. Nor do the children of the lower classes study much at home.

The pupils learn their lessons through or by means of the instruction. It will be seen that this is a radically different standpoint from that of the American practice. It is not the province of these articles to discuss this point in full, but it may be said that the German teacher regards his school hours as hours for instruction, and not simply for hearing of lessons. Indeed, the very name he gives to this time, *instruction hour*, (*Unterricht stunde*), shows well the difference between his and the American idea of the recitation hour. The American teacher believes that fully as many hours must be given to preparation as to recitation. The German teacher believes that when his *instruction hour* is over the pupils should know the subject. This is a radical difference in conception of the duties of the teacher, which produces a radically different result. What the German method accomplishes so far as reading is concerned, these articles will show. What the American method accomplishes, let each teacher answer from his own experience.

Should there be more than one class in care of a teacher at one time, he gives written work to one division, or class, while he busies himself with the other. But this is not preparation for a future recitation; it is the instruction of that hour, as truly so as if it had been oral; and the teacher has it under his care, pausing occasionally to attend to it.

Germany has a thorough system of education. German pedagogy is based on well-developed, scientific, psychological principles, covering the period from the introduction of the child into the school, at six, until he has completed the course at the *volks-schule*, the gymnasium, or the university. Like all other sciences, it has its common battle-ground, but the Germans have pushed the lines far in advance of us. The lines are ever moving forward, away from darkness towards the light, and the victories gained are yielding better methods, better results, coming nearer and nearer to the truth, and doing more for the youth of the *Vaterland*.

Stoy stood at the head of one of the schools of systematic teaching, basing his methods on the psychology of Herbart. He founded a pedagogical seminary at Jena, and remained its master for the most of the time during forty years. He instructed young men in the practice of teaching in his seminary, and lectured to them on the science and theory of teaching in the university. We shall give the methods employed in this school, as representing the best German methods, occasionally perhaps showing wherein other schools of thought differ from Stoy.

It should be mentioned that the children of his school all come from very poor families, where the parents struggle with all their might to furnish them the necessities of life. They are from the lowest grade of society.

The child enters school at six. He has been taught nothing that comes within the work of the school. No attempt has been made to teach him the names of the letters, or to teach him to read. German parents seldom give any preparatory instruction to their children before they enter school. They trust them implicitly to the teacher, and seldom interfere with him in his work.

So the teacher takes the young child like a piece of unbroken new ground, into which no seed has yet been cast—pure, rich, virgin soil. A rich harvest depends not alone upon the choice of good seed, but also upon the right preparation of the ground, which shall receive the seed. He has in his hands an undeveloped existence, having unknown powers, unmeasured capabilities, whose education and development he may shape so as

to bring to his life success or failure,—nay, more, he may effect it is eternal weal or woe. These are certainly favorable circumstances which the teacher will not fail to appreciate and take advantage of.

THE SCHOOL-ROOM.

FALSE SYNTAX IN THE SCHOOL-ROOM.

BY SUPT. CHARLES JACOBUS, New Brunswick, N. J.

"Whatever else you do," said an over-careful mother to her children, as she was about taking her departure for "meeting," "don't get white beans up your noses."

Instead of a general, positive requirement to be orderly and well-behaved, she had gone out of her way and given special emphasis to a deed that would have been unthought of by her children, which now, however, inasmuch as their attention had been called to it, excited their curiosity, and they began to wonder what sort of a sensation the forbidden leguminous seed would produce inside their nasal appendage. Of course, their curiosity prevailed, and the old lady found, to her horror, when she returned from church, that they all had white beans up their noses.

The children were true to nature, and the mother was clearly in fault.

Specific mention of some error sometimes attracts special attention to that error, and the result is the opposite of what is desired.

The best way to get rid of base slanders is not to try to ferret them out to their source, and by agitation make the matter worse, but let them alone and live them down by positive excellencies of character. The negative of things is much more easily taught than the positive, and much more difficult to be eradicated when firmly fixed. Virtue needs to be exalted more, and vice depicted less. Lives are made shipwreck by the absorption into the mind of the way that has shipwrecked others.

It is said that one stammering, stuttering child will sometimes vitiate many more. The example of the impediment produces it in others. A teacher of elocution now in New York City once stammered simply from a bad example presented in the school-room, and had to struggle in after years to overcome it. Col. Parker says: "We have a tendency to teach the negative instead of the positive; that is, we teach the wrong to impress the right." What would be thought of a farmer who would purposely give weeds a good start, even sowing the seeds thereof, that their uselessness or their objectionable character might be more fully known, while all the while the rootlets are impoverishing the soil, and after he thinks he has thoroughly extirpated them is surprised to find that some have escaped his notice and have gone to seed, promising a harvest thereafter without effort, and notwithstanding earnest endeavor to prevent it.

Do not these illustrations teach us that in general the good, the beautiful, and the true, should be taught to be loved by setting forth in the strongest possible light their own characteristics, and not by allowing the dark shadows of the opposite, viz., the evil, the ugly, and the false to fall, with the wrong impression that the shadows will eventually make the picture we wish to paint brighter and more attractive? We must answer that they do.

Will not the same reasoning hold with reference to the subject at the head of this article? And are we not taught from these illustrations that "False Syntax" for the purposes of teaching correct expression should be banished in toto from the school-room? Because we have been in the habit of employing a certain method in relation thereto, with possibly some apparently good results, let us not refuse to look the matter squarely in the face, and ask ourselves if a larger harvest would not certainly have been reaped had we sown only good seed, or, in other words, employed our time upon the forms and beauties of correct expression. Col. Parker, with reference to this, says that "the child would not know most of the examples of false syntax, misspelled words, and wrong expressions, if they were not taught in school." What would be thought of a teacher in arithmetic who should attempt to fortify his pupils in the correct use of the addition-table, for instance, right at the threshold of his acquirements in number, by bringing up all the possible errors resulting from a wrong combination of numbers? The thing would be ridiculous. The pupil needs to be taught (whatever method be employed) that four apples and nine apples are thirteen apples, not confusing by errors a mind that has all it can do to retain that which alone needs to be retained.

One of the best primary teachers I know, when a child has written a word or a sentence incorrectly, rubs it out immediately, not emphasizing the error by special notice, but quietly removing the wrong form from sight before a wrong impression is received by the mind, which is sometimes like "wax to receive, but marble to retain."

We present the above, and, in conclusion, would ask the following question: "Would not increased interest be manifested in the study of language, and increased benefit be received, if 'False Syntax' should be banished from the school-room and the time be spent upon correct forms of expression?"

[I have written the above for the sake of presenting the arguments against the use of False Syntax in the school-room. While it seems to me their force can not be entirely overlooked, and may have a modifying effect upon those who make a "hobby" of "False Syntax," I would not be understood as being an extremist in the matter; for, in my experience as a teacher, I am sure I have seen some benefit accrue to my scholars from pointing out errors, with reasons for their correction.]

NOTES.

BY COL. F. W. PARKER.

DRAWING. Observation and reading are the two great means of thinking. Drawing and painting are modes of expressing thought gained from observation—therefore drawing and painting are in education the means of observation. Observation is thinking by means of external objects. The closest observation is brought about by making an object; next to making comes modelling, and then come painting and drawing. Each mode of expression has its special function—a function that no other mode of expression can take the place of. Take a pencil or a brush in your hand, and try to paint or draw an object, and, presently, the object becomes almost new to you—so many new attributes and new relations are recalled. You see the object as you never saw it before. Descriptions by words can never arouse perception as drawing does. Drawing is often used for the sake of the drawing itself. Like all other modes of expression, when drawing is made the end, the mode of expression loses its educational value. The motive determines the method. The wrong motive demands a wrong method. Long before a child can conceive a straight line, he is made to draw. What? Straight lines? No, he draws an oblong, a four-sided object called a straight line. Art, outside of drawing, abounds in straight lines; nature in curved lines. The meeting of two surfaces presents to the eye a straight or curved line. It is a well-known fact that the common concepts of objects, in children and adults, are very imperfect. All forms consist of one or more surfaces; surfaces are limited by straight lines; lines are limited by points. It follows that the main defects in concepts of forms are due to imperfect ideas of surface limitations, i.e., lines. What a child really sees in a form, are imperfectly limited surfaces.

Trying to force pupils to reproduce that which is not in their minds, is one of the fundamental errors in teaching. The result of this unnatural method—of making pupils reproduce from flat copies—is painfully apparent; it deadens the power of observing. We learn to observe that which we observe; a child may be trained to see a representation or picture by drawing from flat copies, but he cannot be trained in this way to form a true concept of the objects represented by the picture.

A picture is a symbol, and no symbol can represent the reality, unless the constituent parts of the reality are already in the mind; these elements of a true concept can come into the mind in only one way—by observation.

What is the use in beginning with a representation—a flat copy—when the world is full of the realities?

LANGUAGE, in educating, should always be used as a means, and only as a means of thought-evolution. When it is thus used, when thought and thought-power are made the aim of all teaching; when character-building is made the end of all teaching, and thinking the immediate means; when expression, observation, and reading are made the means of the means; when all subjects, arithmetic, geography, history, and science are chosen, adapted, and taught for the one purpose, the promotion of true growth, then there will be no necessity for language lessons—or lessons for the sake of the expression alone. This ideal, however far it may be from its final realization, should be held in the mind as the highest goal of a teacher's

study and striving. Use every means for the one aim, thought-power; and this aim for one end, the formation of the habits that make true character and the destruction of the habits that destroy character. What has language to do with character? Very much. Through the avenues of language, oral and written, the true teacher watches and judges the motion and tendencies of the minds of the pupils. By expression the teacher is enabled to know what the pupil's thought is; by knowing what the thought is, the teacher can, by teaching, use the means to make the thought what it should be. Ask yourself, my dear teacher, the question every day of your life, yes, every hour, Do I teach for thought or for expression? Thought sets free, expression confines, imprisons, enslaves. As a servant, expression is a mighty power, as a master, a relentless tyrant. Open early one of the great avenues of expression, writing; the other (speech) has been opened long before the child enters school; and use them both for thought-development.

READING.—Fifteen years' experience in teaching little children to read—and watching this interesting process, has led me to believe that the best teachers are very far from the skill in this great art which one day is to be attained. We have yet to know of something radically better than the best that has yet been done in teaching the first steps of reading.

The line of discovery and of higher application consists in a more and more thorough understanding of the fundamental principles of learning to read, to wit, the action of the law of association, by which all words are learned. This law cannot be stated too often, nor can it be studied too deeply.

When two ideas come into consciousness simultaneously or successively, thereafter, the coming in of one of these two ideas has a tendency to bring the other with it. A word has but one use; to bring its appropriate idea into consciousness. A word can be learned only in one way—by its coming into consciousness simultaneously or successively with the idea it symbolizes. Each word is learned by one or more acts of association. The number of acts of consciousness required to learn a word depends entirely upon the energy the mind brings to bear upon the act or acts of association necessary to learn a word. This energy, so far as the teaching is concerned, is aroused by stimulus. The impulse to act must spring from something; the means which will give the strongest impulse to action should be supplied by the teacher. Every means that leads to acts of association may and should be used. No means in teaching reading should be used that does not lead to acts of association. The main question—the main point of investigation, that which will lead to far better teaching than the world has ever yet seen, is the particular stimulus that will arouse the greatest energy in acts of associating words with ideas.

The means which will excite the greatest amount of immediate and continuous interest in the child's mind are the means to choose. What are they?

Observation and reading are the two great means of thinking. Observation prepares for reading, and reading supplements observation. The observation that arouses the strongest interest in all children is the observation of nature. Every child is a born naturalist. A child who does not revel in the immense variety of color and form that bounteous nature furnishes, must be abnormally or mentally deformed. The true or natural method uses the mind's powers with the greatest economy; it finds the shortest lines' resistance in expression; it finds, too, a complete unity in mental action. The very best way to teach a child the first steps in reading is, make the observation of natural objects the main purpose, and the reading secondary.

A VISIT.

BY B.

We entered a school just in time to hear a boy spelling f-i-r-t-i-f-i-c-a-t-i-o-n (a pause).

Teacher. Go on.

Pupil. I don't know what that spells.

T. Spell it again and pronounce it by syllables.

P. F-o-r f-i-r, t-i (pause). I can't get the rest.

T. Give attention to the board, (the teacher begins to write the word, when the boy is heard pronouncing it). The teacher turns, and in a severe tone asks: "Did you get it yourself, or did some one tell you?"

P. That girl told me.

T. (to the girl.) When we need any more of your assistance we'll let you know. Now, Edward, attend to the board again. How shall I mark this syllable?

P. Circumflex over the 'o.'

T. Go on.

P. T-i-f-i-c-a, macron over the 'a,' t-i-o-n, shun.

T. You may begin the paragraph, and read again. Pupil reads: "I made me a door to come out on the outside of my pale or fortification. This gave me not only e-g-r-e-s-s, spells the boy.

T. Attend to the board again, and tell me how to mark that word. Teacher writes the word.

P. 'E' long, a macron, g-r-e-s-s, 'e' short, a breve; (pronounces it e-gr-ess, accenting the last syllable; the teacher places the accent mark over the first, and at last the boy has the correct pronunciation). He reads one more word, when he is heard spelling r-e-g-r-e-s-s.

T. Put 'r' before the last word and pronounce it. With this last suggestion the boy is enabled to pronounce this word, and reads on to the end of the paragraph. The teacher sharply reprimands the boy for not "studying out these words" before he came to the class, and then calls on another child to read it again.

Next a tall, timid-looking girl stands, and in a slow, monotonous tone reads the following paragraph, when she is suddenly stopped by the teacher saying: "Emma, stand straight, wake up, and read as though you had some life in you." The girl obeys, and cries again; but as the words give her little if any thought, her trying does not bring much better results. Teach diacritical marks! Why certainly; they assist the child in pronouncing words; and if children can pronounce words, why should they not read?

While the above class is reciting, let us look for a moment at the class at their desks. The entire school is very quiet, and this teacher has a reputation for good order.

The class has been told to study the reading lesson. Here and there we see pupils with a reading-book open, and occasionally, when their eyes are not wandering about the room, they seem to be fixed upon the pages before them. One boy spends his time boring a hole in the cover of his reader, then stuffing a small wad of paper into it; the boy behind him employs his time with a short stick, a long string with a sponge attached, and his object seems to be to see how near to the floor he can drop the sponge; a third boy seems greatly interested in reading a story book; if it is a good book, he is well employed; two girls were busily employed with slates and pencils. We were not near enough to see the result of their work, but will suppose they were well employed, as they were the only members of the class who had the appearance of genuine work.

HISTORY STUDIES.

Place, either on white canvas with black crayon, or on the blackboard, the following diagram:

	0	1	2	3	4	5	6	7	8	9
1490			X					X		X
1500	X						X			
1510	X		X					X		XX
1520	X	X		X			X		X	
1530					X	X	X		XX	
1540		X	X	X						

Explanation. The figures at the top represent the years from one decade to the next. The stars in the squares represent the important events, or events occurring during the year indicated by the figures at the side and top of the square. For instance, on third square, first line, is a star; it represents the time of 'The discovery of America by Columbus'; the next star on same line represents "The discovery of Yucatan"; third star represents "first colony on the continent, planted on the Isthmus of Darien," etc., etc.

Method. Point to one of these stars and ask the pupils to find out what event occurred at that time, also all the information in regard to it that is within their reach. The next day have a general discussion, each one telling all he has found, and the teacher adding whatever he chooses, or relating stories connected with it.

Results. (1) The dates will be fastened on the mind incidentally. (2) The important events will be remembered, even though minute details may be lost. (3) The student will try to discover as much as possible outside of his text-book. (4) The class is interested, and eager for more. (5) The exercise is a pleasure, both to student and teacher. (6) The student will be led into a deeper study of history.

G. EMMETT MILLER.

A METHOD IN U. S. HISTORY.

Preliminary. (1) Consider carefully the time at command and the amount to be studied. From these, map out the work, not rigidly of course but approximately.

(2) Teach pupils to judge of the importance of any event by the results which flow from it; also to trace these results.

Have in the class as great a variety of text-books as possible. If there are not two alike, so much the better. Assign a definite subject for study, as Monroe's Administration, for instance.

The results, of course, will differ as widely as the text-books do. Some histories that devote twenty-five pages to Madison's Administration, will give but two or three to Monroe's.

After study, have a general conversation about the lesson, each pupil mentioning something he has found. Have all topics mentioned in the class, written upon the board, and discuss their relative importance.

Then let the class decide upon a few which they deem most important to be studied by all. They will need to exchange histories, and consult the cyclopedia and perhaps consult the teacher also, but don't be in a hurry.

After this work is done have the pupil's copy all the selected topics into blank books, with the names of a few of the persons most prominent during the time.

Have the same printed upon sheets of manila paper, three feet square, and use to review from occasionally.

Keep a box for questions upon the table and have it opened and the questions answered weekly.

Bring in all the poems procurable, which have their foundation in any historical event, as "Landing of the Pilgrim," "Sheridan's Ride," etc.

Have a large amount of written work in the way of topical examinations, or essays on various topics that have been studied, or upon distinguished men.

A final review from the charts, without aid from the book except to settle disputed points, completes the plan.

A LANGUAGE LESSON.

THE VALUE OF PICTURES.—Nothing pleases children more than pictures, except good stories. A good picture will make a pupil look and talk, if anything can. Many teachers are taking advantage of this peculiarity and turning it to excellent use in composition work. In a school we recently visited we saw descriptions written on one side of a sheet of paper, the picture being pinned to the other side: thus one good cut had been described by ten or fifteen pupils, and no paper wasted. The following will suggest what can be adopted in every primary, intermediate, or district school in the country. Hints like those which follow can be written distinctly under each picture, given out.



HINTS: How old do you think this boy is? At what do you think he is looking? On what he is leaning? Describe how he is dressed. Perhaps he is waiting for his brother. Where do you think his brother has gone? When will he come back? What do you think this boy's name is? What is his brother's name? Where will these two boys go when they meet? How far is this boy from his home, do you think? Think of some plays boys love. Do these boys go to school? What do they study?



HINTS:—What a funny looking old man! What is he doing? What has he under his arm? Why did he take his umbrella with him? What has he in his pocket? What on his nose? What is he pleased about? Tell how he is dressed. Do you think he has any children? How many? Give their names.

TABLE-TALK.

SCENE: A railway carriage. Personages: The mother, the child. The child—What's making this noise? The mother—The carriage, dear. Child—Why? Mother—Because they are moving. Child—How? Mother—It's the engine drawing them. Child—What engine? Mother—The one in front of the train. Child—Why is it in front of the train? Mother—To draw the train. Child—What train? Mother—The one we're in. Child—Why does the engine draw the train? Mother—Because the driver makes it. Child—What driver? Mother—The one on the locomotive. Child—What locomotive? Mother—The one in front of the train! I've just told you. Child—Told me what? Mother—Hold your tongue! You worry me. Child—Why do I worry you? Mother—Because you ask me too many questions. Child—What questions? Mother—O, good heavens! No wonder so many men don't marry. —Punch.

Concerning this, the *Western Plowman* says:

The writer of the above thought he was saying something smart. Here is illustrated a bright, active, and evidently healthy child. Its little mind is eagerly seeking information, which it can only obtain by asking questions. A crusty old "batch" or a crabbed, sour old maid, might be irritated by this prattle, but the family man whose heart has become as big as an ox under the developing influence of home associations will listen to such talk with every feature of his great fat face beaming with happiness, for to him no music has so much melody as the eager, innocent questions of childhood which mark the unfolding of a human mind. God help the poor, benighted, deadened mind that is not responsive to the innocent appeals of childhood. When his Satanic Majesty so far gets a chattel mortgage on our soul as to make us shun the sight and society of little children, then it is high time for him to foreclose, for the property isn't worth redemption.

There is a tale told of a sea captain who, in a distant corner of the southern seas, visited an undiscovered or unexplored group of beautiful islands. After landing and trading with the gentle natives, he was astonished by the visit of a white man, evidently a person of means and consequence, who, after making himself very agreeable, implored the captain to give him a story-book, if he had such a thing in his possession. The captain had, and deeply touched by the pigs and coconuts which the white exile had given him, bestowed on him a copy of the "Arabian Nights Entertainments." Overcome by the present, the exile burst into tears, and cried, "You have saved my life and given me rank and wealth." On explanation, he said, "I should long ago have been eaten, but while they were fattening me I learned enough of their language to tell a child the story of 'Little Red Riding-Hood.' The child repeated it, and the whole population were mad with joy. They had never heard a story before. From that day I became a great and honored man. When they had a national festival, I sat on top of a hill, and thousands wept (while some elderly relative was being cooked for a feast) at the cruel death of the grandmother as caused by the wicked wolf. I had with me a volume of 'Fairy Tales,' and I soon began to set a price on my performances. 'Red Riding Hood' is rather worn; I only get a hundred coconuts for her now; but 'Cinderella' is still good for four pigs and a turtle, and 'Beauty and the Beast' brings six or seven, according to the quality. But with the 'Arabian Nights' I shall be able to go on accumulating pork to the end of my days."

Farmer (to physician)—"If you git out my way, doctor, any time, I wish you'd stop and see my wife. She says she ain't feeling well."

Physician—"What are some of her symptoms?"

Farmer—"I dunno. This mornin', after she had milked the cows an' fed the stock, an' got breakfast for the hands, and washed the dishes, an' built a fire under the soap-kettle in the lane, an' done a few chores about the house, she complained o' feelin' kinder tired. I shouldn't be surprised if her blood was out of order. I guess she needs a dose of medicine."

How can this story apply to tired teachers? Do our readers see the application? Some of them, we know will.

It was a boy who wrote about his "boans, his stum-muk and his vertuberry," but a girl who wrote "the gurl had gorn home erlly." The boy who read of "Markus Crackus" had probably been under the tuition of the teacher who cautioned his pupils to always give the hard sound at the beginning of a word.

For wholesale misrepresentation of the schools of our country, and general workings of our free school system, commend us to the utterances of the leading English speakers who have recently discussed the subject of schools supported at public expense. The ignorance of the average Englishman concerning our country is wonderful indeed.

READING CIRCLES.

CONSTITUTION OF THE HUNTINGDON COUNTY (PA.) TEACHERS' CIRCLE.—M. G. Brumbaugh, Co. Supt.

The object of this organization is professional and general literary improvement.

The county superintendent shall be the general manager.

The county shall be divided into six local districts, corresponding to the present local institute districts.

The general manager shall appoint annually, as manager of each district, a teacher of that district.

Any number of persons from the same district, not fewer than four, may form a local circle.

MEMBERSHIP.

All teachers of Huntingdon county may become members of the circle.

Any other persons of good moral character by complying with the requisite of membership, may become members.

An annual fee of 10 cents shall be paid by each member.

Each member shall sign the constitution.

COURSE OF STUDY.

The course shall consist of two years' reading.

The studies of the first year shall be, 1. Methods of Teaching (Brooks, Parker, or Wickersham); 2. School Management (Baldwin's, Raub's, or Kellogg's); 3. Mental Philosophy, (Brooks); 4. A School Journal, Longfellow's or Whittier's Works, (optional).

The studies of the second year shall be, 1. Payne's Lectures; 2. Mental Philosophy, (Brooks); 3. General History, (Barnes' or Swinton's); 4. Irving's Sketch Book; 5. Educational Journal (to be selected both years by a majority of the county circle); 6. Shakespeare or Milton, (optional).

Upon the completion of the above course, a committee of three elected annually at the county institute, by the members of the county circle, shall examine applicants and award certificates to those who pass a satisfactory examination.

There shall be six months' reading each year, from Oct. 1st to April 1st.

OFFICERS AND THEIR DUTIES.

1. Besides the general manager and the district manager, there shall be a treasurer of the county circle, and a leader of each local circle.

2. The general manager and the district managers shall meet annually, at the call of the general manager, in the month of September.

3. It shall be the duty of the general manager and the district managers at their annual meeting to elect a treasurer for the ensuing year, and to outline the work to be done in each month in all the different branches.

4. When a district manager has approved of the formation of any local circle within his district, he shall appoint a leader for that circle, which shall then be a part of the county circle.

5. Each district manager shall receive all funds from his district and forward the same to the treasurer.

6. The treasurer shall honor all orders of the general manager, who shall report annually to the county circle.

7. The leader of the local circle shall preside at every meeting, conduct its exercises, receive and pay to the district manager all funds from his circle, arrange for time and place of meeting, and carry out all instructions received from the district manager.

FOR THE SCHOLARS.

INTERESTING FACTS FOR THE BOYS AND GIRLS.

KING THEBOW AND HIS CRUEL QUEEN.

The King was seated at an opening in the low platform of the house, had no particular richness in his dress, and was, as far as I remember, without jewelry; the only royal appendage that I noticed being a huge gold spittoon, so heavy that it is said to take two men to carry it. In personal appearance he was stout, and looked a little heavy and unimpeccable, but if anything I should judge him to be good-humored. There was a certain quiet dignity about him, I think, and which I suppose seven years of absolute power must give any one. The really interesting figure to me, and I think to all present, was the Queen, who crouched behind the King in the orthodox court position of respect. Only two European men were known to have seen her, and innumerable had been the stories we had all heard of her. She had been credited with uncounted executions, many of them of her relations or her rivals. One of the most horrible tales of her cruelty is that she caused a poor girl, who had attracted Thebaw's attention, to be beaten to death. Many of the stories of what took place in these

inner rooms are inventions, and let us hope that this at least is so. That she has possible rivals is certain, and only yesterday I was speaking to some of her half-sisters (the most dangerous of possible rivals), who still wept and shuddered with the most abject terror at the mere mention of her name. She looks both young and clever, and but for one feature would, I think, be good looking. This feature is her mouth. Her lips are thin and prominent, and a strong curve gives them a hard look, which spoils the rest of the face. When animated, as she mostly was when I saw her, for she was eagerly whispering to the King nearly all the time, she gave one the idea of much cunning power. The Queen's mother, one of the wives of Thebaw's father, the only one, I suppose, who has escaped death or imprisonment, sat near her, and was an uninteresting-looking old woman, who is said, however, to have been the King's most prudent counsellor, and whose advice, if followed, would have averted the present catastrophe.—*The London Standard*.

GOLD IN THE OCEAN.

Scientists tell us that the water of the ocean contains gold at the rate of one grain, or about 4 cents' worth, to every ton. At this rate a thousand cubic feet of ocean water contains about one dollar's worth of gold. If the ocean has an average depth of one mile (though it is probably greater), it contains enough gold to furnish \$15,000,000 to every man, woman, and child in all the world, or more than \$100,000,000 to every family of seven. At this rate, if figures do not lie, a cubic mile of ocean water contains about \$140,000,000 worth of gold.

"What a pity we cannot get it!" do you say? Yes, it does seem a pity that you and I cannot get our shares. But it would spoil all the fun if all the other people got their shares, too. Gold would no longer be a precious metal, and we would have to keep right on working for a living.

The ocean is a rich gold-mine, and let me say confidentially that there are plenty of unstaked claims on it and in it. Two practical difficulties, however, hinder the working of those claims. One is the difficulty of getting the gold out of the water, and the other is the difficulty of storing the water already worked while you are treating the rest. No doubt Yankee genius will solve even these problems when the time comes that the ocean gold is needed.—R. A. Cross.

THE GIANT IN THE COAL BIN.

Mr. Thomas A. Edison says that coal is simply heat and light stored up by Mother Nature for future use. He believes that it contains a vast amount of electricity, and that some day, somebody will find out a simple way of liberating it. Then away with steam engines, gas factories, and cooking stoves. There will be a great central office which will supply the great factories with power to drive their machinery, our houses will be lit and our food cooked by electricity. There will be no enormous gas bills to pay, no coal scuttles for boys to tug, and no ash men. Think what a famous man will be the one who finds the way to let this giant out of the coal-beds, and make him become the servant of the people. It may be some boy who is now pouring over his philosophy lesson. Study away boys, perhaps you will find the key to the prison door.

MAN POWER.

The standard for a horse power is the raising of 33,000 pounds one foot high, each minute. When a man ascends a stair of regular grade, he lifts his own weight. If he carries in his hand a watch with seconds hand, he can note the time occupied in the work of ascending one, two, or three stories, and this height multiplied by his weight will give the quantity of work done; and this result divided by the time or parts of the minute will give the work per minute; dividing this again by 33,000, we will have a fraction of a horse power as the comparative measure of the man's work or force.

1. A man weighing 214 lbs., ascended a broad winding stair from first to second story of a house; height 14 1-2 feet., weight raised 214 lbs., time 16 seconds, rate of work per minute 11,665 ft. pounds; or one-third of a horse power.

2. A man weighing 220 lbs., ascended 42 3-4 feet in 74 seconds. This gives 7,627 pounds (foot pounds), or about one-fourth of a horse power.

3. A man weighing 180 lbs. ascended the same stairs in 63 seconds. This gives 7,328 foot pounds, or less than one-fourth of a horse power.

THE PETRIFIED FOREST.

Near Coriso, on the Little Colorado, there is a petrified forest. As the traveler approaches it he will see here and there at almost every step in the road, small pieces of detached limbs, and larger stumps of trees, almost hidden in the white sand. The road at a distance of ten miles from Coriso enters an immense basin, inclosed by high banks of shale and white clay. The petrified stumps, limbs, and, in fact, whole trees, lie about on all sides; the action of the waters for hundreds of years has gradually washed away the high hills roundabout, and the trees that once covered the high tablelands now lie in the valley beneath. Immense trunks, some of which will measure over five feet in diameter, are broken and scattered over a surface of 300 acres.

THE CAUSE OF GEN. JOHNSTON'S DEATH.

The battle of Shiloh illustrates how far the fortunes of war depend on what we called accident. If General Johnston had lived he would have pursued on Monday the aggressive policy of Sunday, and his army would have either won a victory or suffered a rout. And that he did not live was due to accident. A stray shot out an artery in his leg. An extemporized tourniquet would have stopped the bleeding. But half an hour earlier he had dismissed the surgeon, who up to that time had accompanied him, to attend wounded Federal prisoners. The surgeon remonstrated in vain. There was no one present at the moment who knew enough to tie up the artery, and General Johnston bled to death. His humanity to Federal prisoners cost him his life.

It is now possible to send up a camera in a balloon, while the operator remains upon the ground and uncovers the object-glass by electricity. Very good panoramic views of the country have been thus obtained, which would be serviceable in war.

A BORING for an artesian well at New Haven was abandoned the other day after reaching a depth of 2,400 feet. Two years and \$25,000 were spent on the work. There is only one deeper hole in the country—an oil well in Pennsylvania.

A CHESTNUT at the foot of Mount Etna is believed to be the largest and oldest tree in Europe. It is hollow, and large enough to admit two carriages driving abreast to pass through it. The main trunk has a circumference of 212 feet. It is ninety-two feet in height.

A SAN FRANCISCO gentleman reports a curious natural freak in the shape of one orange growing inside of another. The inner one is perfect, except that it is quite small, and has an opening at the stem, through which it apparently received nourishment from the outer one. The orange came from Mexico.

SONGS FOR LITTLE ONES.

THE TAILOR.

A coat to mend, a coat to mend,
To fill with such neat,
This little hole where Mr. Moth
Bit out a piece to eat.
O naughty, naughty Mr. Moth,
To make a hole in this nice cloth.

A coat to make, a coat to make,
With buttons new and bright.
O fast I'll sew them in a row,
It must be done by night;

And when you buy it, warm and new,
You'll think how hard I've worked for you.

THE POSTMAN.

(Air—"O Summ'nah.")

I see the postman coming
With letters in his hand;
I will not keep him waiting,
But by the door I'll stand.
And when I hear his whistle,
The door I'll open wide,
And with a pleasant "thank you,"
The letters take inside.

Through every sort of weather
The postman comes each day,
With letters to deliver
He hastens on his way.
The letters give us pleasure,
The cards and papers, too,
Then shout "Hurrah!" for the postman
Who brings the mail to you.

Gestures.—A child acting as postman walks around the room. A circle is formed with one child in the centre. As the word "see" is sung, all raise right hand to brow—at "coming," point to the postman—at "hand," left hand extended—at "not," heads gently shaken—at "I'll stand," the child in the centre advances toward one part of the ring previously designated as "the door." At "hear," all assume a listening attitude, while the postman whistles. At "open," a space is made, and the letters handed in. The receiver makes a slight bow at "thank you," and returns to the centre. All join hands while singing the remainder of the song, and move briskly, and at "Hurrah!" all wave handkerchiefs. At "you," two letters are distributed. The child who receives a letter acting as postman, and the other taking up the position in the centre, and the game is repeated.

THE NEWSBOY.

(Written for the K. G. Assoc. by Miss Jenny Hunter.)

I'm faithfully trying my papers to sell,
The news of the country they truthfully tell;
I stand on a corner, or run through the street,
Crying, and asking the people I meet,
"O please buy a paper—*World, Herald, or Sun*—
We make a fair bargain—then off I must run.

All the morning I'm singing *Times, Tribune, or Star*.
Now here I am running—there mounting a car—
"Who'll purchase my papers, the news of the day,
I'm earning my living; please buy one, I pray."

THE SAILOR.

(Movement Song written for the K. G. Assoc. by Miss Jenny Hunter.)

Oh! come now, our vessel is ready to sail:
Come, hardy young sailor, we fear not the gale.
Our ship it is strong, and our hearts they are light,
We'll be on the ocean before it is light.
Now pull at the ropes, my boys! steady and slow!
And over the billows how proudly we'll go!

Now over the ocean we're gliding along—
The sun shines so brightly, we fear not a storm;

But clouds may soon gather, the rain it may pour—
The waves may dash high, till we long for the shore.
Then pull at the ropes, boys! Pull hard, or we're lost!
When on the rough sea our poor vessel is tossed.

The wind has ceased blowing, the storm is now o'er—
But still the boat rocks and the waves loudly roar.

All danger is over, the hard work is done.—

The life of a sailor, boys, is not all fun,
So pull at the ropes, boys, and steer us aright,
Now haul up the anchor, the shore is in sight.

FOR WASHINGTON'S BIRTHDAY.

1st Pupil. We celebrate Washington's birthday because he was a brave and good man, and because he did so much for his country. We think his life is worthy of our imitation.

2nd. George Washington was born in Westmoreland county, Va., Feb. 11, 1733 (O.S.) He was the son of Mary and Augustine Washington.

3rd. The life of Washington was adorned with truth, patriotism, goodness, and skill.

4th. In 1775, he took the chief command of all the armies of his country, and never forsook his flag.

5th. In 1783, he retired to private life; he had been victorious; the enemies of his country had disappeared.

6th. In 1789, his countrymen, with one voice, chose him for their President, and he began to guide the government.

7th. In 1799, the entire nation was called to mourn for the Father of the country; Washington slept among the dead.

8th. The house in which Washington was born commanded a view over many miles of the Potomac and the opposite shore of Maryland. It was, probably, one of the earliest built houses in Virginia. The roof was steep and sloped down in projecting eaves. It had four rooms on the ground floor, and others in the attic, and an immense chimney at each end. Not a vestige of it remains. Only a stone with an inscription marks the birth-place of Washington.

9th. George was the oldest child of the second marriage; there were five younger than himself.

10th. The influences of his home tended to ennoble him, for he had an excellent father and a Christian mother.

11th. At the time of his father's death, George Washington was ten years old. To his mother's forming care he himself ascribed the origin of his fortunes and his fame.

12th. Washington always treated his mother with the greatest respect and attention, and when a man he delighted to acknowledge her influence over him for good.

13th. His mother died soon after her illustrious son, at the age of 87. The government placed a monument over her grave, the corner-stone of which was laid by Andrew Jackson, who then was President of the United States. This monument bears the inscription: "Mary, the mother of Washington."

14th. One of Washington's manuscript books is still in existence, which illustrates careful business habits: when only thirteen years of age, of his own accord he carefully copied, as a guide for himself in future life, bills of sale, notes, deeds, wills, and many other business papers.

15th. Yes, and he had another manuscript book in which he had collected, with great care, the most important rules of etiquette which govern good society.

16th. Among these rules are: In the presence of others, sing not to yourself with humming noise, nor drum with your fingers or feet.

17th. Read no letters, books, or papers in the company of others; but when there is a necessity for doing it, you must ask leave. Come not near the books or writings of any one so as to read them unasked. Also, look not nigh when another is writing a letter.

18th. Show not yourself glad at the misfortune of others, though he were your enemy.

19th. Let your discourse with men of business be short and comprehensive.

20th. George was a handsome boy, gentlemanly in his manners, of finely-developed figure, and of animated, intelligent features.

21st. He was so wise and just that his school mates often called upon him to settle their disputes, and they always accepted his decision.

22nd. Among his favorite sports were those of a military character. At school he divided his playmates into two armies, called the French and American; he commanded the latter. With cornstalks for muskets and calabashes for drums, the two armies would every day fight a battle with great fury.

23rd. The prominent traits of his character were truthfulness, honesty, promptness, bravery, and benevolence.

24th. *His honesty:* The flour at Mount Vernon was put up under the eye of Washington, and we are told that it passed without inspection in the West India market.

25th. *His truthfulness:* When he had killed his mother's favorite colt, he went and told her all about it. She replied: "I regret the loss of my favorite, but I forgive you because you have had the courage to tell me the truth at once."

THE THINGS OF TO-DAY.

Prince Alexander of Bulgaria has proved himself possessed of moral as well as physical courage by the protection he has accorded the Jews in his dominions. The full significance of this can be understood only when the intense anti-Jewish prejudices of the people of Central Europe are taken into the account. Prince Alexander has even accepted the military services of a battalion of Jews five hundred strong, a thing which the London *Spectator* says is without precedent in the history of Europe. The event proved the confidence well bestowed. "The battalion covered itself with honor. In the battle of Silvitza, and the skirmishes which followed, it was literally cut in two, more than two hundred being actually killed on the field, and the number of wounded being great. Prince Alexander has publicly commended the battalion as 'worthy descendants of the Maccabees,' and has decorated the Commandant with a gold medal."

The situation in Greece is becoming so serious that a fresh war of aggression by this old nation which has been kept for centuries on the defensive, is almost a certainty. Whatever the orders may be under which the Greek fleet has sailed, there is no room for doubt that they are aimed directly at Turkey; but whether they command immediate attack we shall not know until the first gun is fired.

A despatch from London says that at the instance of England the six great Powers have notified Greece that a naval attack by Greece upon Turkey will not be permitted, and the admiral of the Mediterranean fleet has been ordered to take action should Greece disobey the Powers.

The British Parliament has failed to carry on the government by a Conservative-Liberal majority. If it succeeds in doing anything now, it must be by Liberal-Conservative voting. Some kind of coalition is absolutely necessary.

A great scandal has been brought to light among government officers at Washington that ought to cause every American citizen to blush for shame. It is charged by leading Democratic and Republican papers that there has been a corrupt ring formed to break down the "Bell telephone patents," in order to give the "Pan-Electric" the monopoly of the telephone business, the Attorney-General retained the \$500,000 of stock which he got while Senator. The exposures of a few months since did not, so far as the public knows, cause the slightest relaxation of the grip of the "Ring" of speculative public officials, on any of the stock of the Pan-Electric, with its gorgeous and glittering chances of untold millions of profit, in case the "government," in which these officials are so prominent and powerful, should destroy the existing telephone properties.

It is well not to forget who are the men that have so coolly stuck to their exposed game and to their official positions. Here they are again, exposed and branded by the Democratic *World*: A. H. Garland, Attorney-General; Joseph E. Johnston, Railroad Commissioner; J. D. C. Atkins, Indian Commissioner; Isham G. Harris, U. S. S., Tennessee; George G. Vest, U. S. S., Missouri; Zebulon B. Vance, U. S. S., North Carolina; Robert Klotz, ex-M. C., Pennsylvania; Eli J. Henkle, ex-M. C., Maryland; Casey Young, ex-M. C., Tennessee; Mr. Upshur, Chief Clerk, Indian Bureau; Frank Armstrong, Indian Inspector; John C. Brown, ex-Gov. Tennessee.

The *Sun* of this city, unquestionably the ablest and most independent Democratic paper in the country, sustains the indictment brought by the *World*, a paper which the *Sun* is least likely to aid in any of its undertakings out of any tenderness of regard.

"It is difficult," says the *Sun*—"for any careful thinker, accustomed to consider the influences which rule the minds of intelligent men, to understand how the present great telephone scandal can pass away without compelling a reconstruction of the Cabinet."

It was probably a most unpleasant thing for the Queen of England to decide to summon Mr. Gladstone to form a new Ministry. She has an entire abhorrence of his political principles, and a personal dislike for him which she has often exhibited. But she is wise enough to recognize her constitutional limitations.

The United States stands before the world as the only nation that has persistently refused to do common justice to foreign authors, the only nation whose laws sanction and encourage piracy of all books not written by its own citizens.

The injustice becomes all the more conspicuous and flagrant in view of the fact that the discrimination made against authors is not made against any other class of foreigners. Literary property is the only kind of personal property not protected by our law when the owner is not a citizen of the United States. Even to the foreign owners of patents and trade marks, which are so analogous to copyright, protection is given.

The competition of India in the production of wheat, and of Russia in the production of oil, are facts which are now beginning to attract very serious attention in this country.

The three leading statesmen of England, Mr. Gladstone, Mr. Parnell, and the Marquis of Salisbury, made speeches on the address from the throne, yet not one of them said anything apparently that shows what he or his party means to do. So much for using speech to conceal thought.

EDUCATIONAL NOTES.

CONNECTICUT.

The annual report of the State Board of Education just submitted to the legislature, finds the common schools in a very unsatisfactory condition, much to the discredit of the system founded by Senator Hillhouse on the proceeds of Connecticut's western reserve sales. The allegations which will be investigated by the committee on investigation are: Too many school houses are unfit to be used, and very many more insufficiently equipped with appliances for teaching. The attendance of large classes of children is irregular and insufficient. There is too little really first-rate teaching in our schools, and too much that is very, very poor. Not a few of our teachers, particularly in our larger schools, are thoroughly able and well qualified, and some are of the best in the country; but the grave fact forced on our notice is that in most of our schools the teachers are decidedly not equal to their work, and that the interests of the children and the community are thereby suffering, and some are very bad. The board recommend town instead of district management.

COLORADO.

The lowest salary paid to any teacher in Leadville is \$80 a month; the highest \$187.50. In Philadelphia the majority of the women teachers receive only \$50 a month.

President A. A. Moulton, of the Rio Grande College, Gallia, Ohio, is in Colorado for his health, which is improving in our genial and invigorating climate.—Prof. R. W. Temple, at one time professor of Greek and Latin in Upper Iowa University, Fayette, Iowa, some years since was compelled by sensitive lungs to seek our altitude. Agricultural pursuits have so established his health that he has once more resumed school work. He has charge of the schools at Grand Junction. His estimable wife has charge of the first primary department.—The officers of the S. T. A. are as follows: President, Dr. Wegener, Supt. West Denver schools; Vice-President, A. B. Copeland, Greeley; C. S., F. B. Gault, South Pueblo; Ex. Com., W. W. Remington, Fort Collins; C. S. McMurray, Pueblo; and E. J. Byington, Colorado Springs.—For several years H. M. McKnight has been connected as ward principal with the Pueblo schools. Recently he yielded to the solicitations of friends in Dakota, and has joined them in business enterprises in that new and prosperous territory. His departure from our state is less than easily replaced. Mrs. Corlew, of Fort Collins, succeeds him as principal of the Hinsdale building. Miss Florence M. Whitley, of Alamosa, and a graduate of the Oswego Normal School, is successor to Mrs. Corlew.—At the recent session of the S. T. A. resolutions were adopted favoring the early establishment of a State Reading Circle, and a request that our representatives in Congress shall use their influence in behalf of national aid for education.—"Education in Colorado" is the title of a pamphlet issued under the Patronage of the S. T. A. It was compiled by Hon. H. M. Hale. It places in permanent shape the early history and proceedings of the state association. Miss Cora A. Cooley, of the South Pueblo High School, has resigned, and returned to Iowa. Miss A. J. Campbell, of the Cedar Rapids High School, succeeds her in the principalship. She is winning golden opinions among the pupils and the people.—The Sterling schools have over 100 pupils in attendance. State Supt. Cornell has issued a circular letter to the new county superintendents. Among other things he asks their co-operation in securing a grading of the village and rural schools. This reform is much needed in our state. Mr. Cornell is proving his fitness for his high position by taking the initiative in all important educational reforms. He is laboring hard to have a teachers' Normal Institute system established. Colorado will send a large delegation to Topeka. We will be glad to meet our eastern school friends west of the Missouri, and give them a cordial welcome to our great big west.

CALIFORNIA.

A female teacher living at Lodi wrote to the superintendent of Butte County for a position, and modestly asked the superintendent if, in case there were no vacancies, he would kindly assist her in ousting some old "fossil."

DAKOTA.

Professors Cook and Free did some very practical work at the Lawrence County Institute, held at Deadwood, Dec. 28-Jan. 1. The former treated the subjects of penmanship, school management, primary language work, geography, and hygiene; the latter, the science and methods of teaching, arithmetic, and reading.

MISSOURI.

The North-East Missouri Teachers' Association met at Palmyra, Dec. 20-31. It was largely attended, and an interesting program was prepared. Among the leading questions discussed was "Should the High School Curriculum Include and Require the Study of Latin." Supt. W. Jones read a paper on this subject.

MINNESOTA.

When Pres. T. J. Gray was in New Orleans last winter, in charge of the Educational Exhibit of Minnesota, he formed the acquaintance of Monsieur Buisson, the Commissioner in charge of the French Educational Exhibit. M. Buisson has made a report to the Department of Public Instruction in France, which has been embodied in its "Annual of Elementary Instruction." A copy of this Annual has just been received by Pres. Gray, accompanied by a letter from the publishers, a translation of which we give below:

NO. 5 RUE DE MEKIERES, PARIS,
December 31, 1885.

MONSIEUR.—We have the honor of sending you by to-day's post, a copy of the "Annual of Elementary Instruction in France and in countries speaking the French Language" for the year 1886, published by our house, under the direction of M. Jost, Inspector General of Public Instruction.

This volume contains an article by Mr. Buisson entitled, *Souvenirs of the Exposition Universelle at New Orleans*, and it is at his request that we send you the volume. This is the second year of its publication, and it is widely circulated among the leading teachers of France.

Be pleased, sir, to accept the expression of our most distinguished sentiments.
Thomas J. Gray, St. Cloud, Minnesota.

A. COLIN & CO.

We append a translation of a portion of M. Buisson's article:

Before passing to the work of pupils in the American sections I may observe that there are fewer studies in the curriculum of the primary schools than with us. Except in the large cities like Boston, New York, Cincinnati, St. Louis, Chicago, Philadelphia, Baltimore, Cleveland, Buffalo, Louisville, etc., pupils are not obliged to take drawing, music, the manual arts, and gymnastics, or they are not very methodically taught. But let us give our first attention to those states of the Union that show the greatest advancement in matters of education. Among these states which were pre-eminent in the excellence of their exhibit, I place Minnesota first, both as regards the completeness and the careful arrangement of the material exhibited. I wish especially to mention the showing made by the three normal schools, and above all that of St. Cloud (a curious coincidence in name), which had its entire system of pedagogy set forth in very interesting tables. All the pupils of this school execute physiological and historical diagrams on a large scale, which they take out with them to assist in their own work in teaching. The same plan is pursued in geography and in arithmetic. They also encourage students to make collections of minerals, which they are permitted to take with them when they finish their course.

*There is a normal school at St. Cloud, near Paris.

NEW YORK—ONTARIO COUNTY.

The Ontario County Teachers' Association held an interesting and profitable session at Phelps, during Friday evening and Saturday, the 15th and 16th. Friday evening a large audience greeted Dr. James M. Milne, of the Cortland Normal School, and listened with rapt attention to his excellent lecture on "The Teacher and His Work." After speaking of the notions of teachers in different countries, and their theories of education, he earnestly entered upon the discussion of what a teacher must be, what he must know, and what he must do; stating, first, the teacher must be a man of character, possessed of the qualities of magnanimity, honesty, earnestness, enthusiasm, definiteness of purpose, cheerfulness, and moral courage; also that he must be a man of culture to form and beautify character, and harmonize the best elements in the individual scholar toward a higher life; second, the teacher must have a perfect knowledge of the subject to be taught, and its place in education; a knowledge of the being to be taught and his method of thinking, and must be thoroughly conversant with the methods and principles of education; and, third, the teacher in forming character must train the man rather than the mind, in giving instruction must make study pleasant by constant variation of processes and studies.

After the opening exercises on Saturday, Miss Nellie Nares, of Geneva, read an interesting paper on "Language and How it is Best Taught," which was followed by a sharp discussion.

The subject of "History" was presented by Dr. N. T. Clarke, who gave many valuable suggestions as to methods of teaching by outline.

The paper on "Grammar," by Miss Gertrude S. Bigelow, was carefully written and worthy of publication.

"Ha! Ha!" by Miss Florence J. Parker, was an earnest plea for more cheerfulness in the school-room—an excellent paper.

Principal J. C. Norris, of the Canandaigua Academy, gave some valuable hints as to the methods of teaching "Reading," and supplemented his remarks by recitation.

The people of Phelps did everything possible to entertain all visiting teachers, and their hospitality will not soon be forgotten.
VICTOR, Jan. 20, 1886.

NEW JERSEY.

The senior class of Princeton have passed the following resolutions respecting hazing:

Whereas, We recognize in hazing a practice which is confined to a few men in one class, and which the best sentiment of the entire college condemns, therefore:

Resolved, That we, the members of the class of '86, declare it to be the sentiment of this class that all forms of personal violence to entering classes should in future be refrained from, and that we request the other classes in colleges to join us in the attempt to suppress this evil.

OHIO.

The Jackson County Teachers' Institute met at Jackson, Dec. 28-Jan. 1.—The county school examiners met at Columbus, Dec. 30, to discuss some proposed changes in the school law in reference to examinations and examining boards.

The faculty of the Case School of Applied Sciences, Cleveland, has directed its students to make a code of rules for their own government. The senior, junior, and sophomore classes are each to elect two members of a Board of Government, and the freshman one. The presidents of the class associations will be officers of the board, ranking according to seniority. The change is likely to have a reforming effect on the harsh regime of Adelbert College. The class buildings of both institutions are in the same park, and their students work together. Adelbert, however, is rather unpopular because of its rigid rules, and two years ago had to expel an entire junior class on account of a refusal to obey an ironclad order prohibiting the time-honored "tempus." The Case School was founded by Leonard Case, a Cleveland millionaire, and Adelbert College by his friend, Amasa Stone. Each institution reflects in a large degree the life of its founder.

OREGON.

An Oregon law says: "A teacher's duty while in charge of a school shall be, to maintain order in school, and conduct himself in such a manner, before his school, as to command respect from his pupils."

PENNSYLVANIA.

The number of public schools in Pennsylvania is 20,254, of which 8,350 are graded. The number of teachers is 22,864. The female outnumber the male teachers 5,922. The cost of tuition last year was \$55,864,801, of which \$1,728,392.39 was expended in the erection and renting of school houses. The estimated value of school property is \$32,614,446.—The Corsica Classical and Normal Institute, S. A. Saxman, principal, will open its spring term April 6. Principal Saxman is the author of an admirable set of physiological charts.

The Board of Education of Philadelphia will on Feb. 13, inaugurate a class for the instruction of teachers in designing and modelling. The experiment, if successful, will be of the highest importance to the public schools.

PERSONAL.

MR. WILSON PALMER, lately principal of the Oyster Bay public schools, L. I., has established the Oyster Bay Pilot, of which he is the editor and publisher. It is a first-class paper, full of excellent original and selected matter. Its general make-up and literary character would do honor to any city in the country. Mr. Palmer has been for many years a successful educator. He organized the Independence, Iowa, public school system, and was for some time at the head of the Oskaloosa schools in the same state. We are sorry he has left the school-room, but we are certain he will infuse life into whatever he touches.

CHARLES G. LELAND has attained his sixty-second year "Hans Breitmann" at present lives in London.

DR. NORTHRUP is on his way to Ohio, Indiana, and Kentucky for a fortnight's trip in the lecture field.

PROF. A. E. HAYNES, of Hillsdale College, was on the tenth of December last elected a member of the London Mathematical Society. Prof. Haynes is one of the very few Americans who have been thus honored. We don't know much about the society, but we know this, that their latest Michigan acquisition will add to their numbers a thorough scholar and a genial, whole-should, wide-awake teacher.—*The Moderator*.

CITY SUPT. GOULD, of Long Island City, is a candidate for State Superintendent of Public Instruction. He is well known as an efficient officer, and a capable administrator of the office he holds. His views on education are pronounced, and, if he is elected, we have no doubt he will prove an efficient and popular officer.

NEW YORK CITY.

Superintendent Jasper, in accordance with the by-laws of the Board of Education, has sent to the teachers' committee the names of two female teachers whom he reports as incompetent to be in charge of classes.

The Japanese Village at Madison Square Garden is a curious and entertaining exhibition. Sixty skillful artisans brought to this country from Japan, are busily working at the different trades for which Japan is famous. Porcelain making and decorating, in all its stages; cabinet-making; silk embroidery and weaving; Japanese tailoring and barbering; and rapid sketching by a native artist, may all be seen there, exemplifying the lives of these bright, singular people in a most instructive fashion.

The panorama of the great naval battle between the Merrimac and Monitor, now on exhibition at the corner of Madison Avenue and Fifty-ninth Street, is a beautiful work—well worth a visit. It is artistically painted, and is so skillfully arranged, as to constitute an almost perfect illusion. Standing in the midst of the great encircling painting, one seems to be actually looking from the beach at Camp Butler, and witnessing the battle in all its painful, but grand reality.

The associate alumnae of the Normal College are endeavoring to raise funds to found a reference and circulating library for the use of the undergraduates and alumnae. Under the management of the Normal College Alumnae Library Committee a series of lectures will be given, whose proceeds will be devoted to this purpose. The first two lectures of the series have been given by the Rev. H. R. Haweis.

Twenty years ago, the Hebrew Free School Association began its work. Its immediate object was to care for poor children of the Jewish race on the east side. It has expanded until now there are 2,000 pupils in its schools, and 150 in its kindergartens. The schools are not intended at all to compete with the public schools, of whose advantages the Jews gladly avail themselves; the training in them is industrial and religious.

If there is any institution of which New York City has reason to be proud, it is the Normal College. To manage a school of 1,500 students, with more than a thousand added in a model school, requires talents in the president of no ordinary order. Dr. Hunter is equal to the task.

The Tribune recently said that the efforts of such men as Gen. Alexander S. Webb and William E. Dodge will be sure soon to systematize and make practical the great scheme of industrial education. In the near future this subject is to be one of the widest and profoundest concern, and when the knotty problem of combining theoretical with industrial training is solved so as to get the system into popular use, a great step will have been taken in the improvement of mechanical conditions throughout the country, as they apply both to men and to results.

Under the present by-laws of the Board of Education it is made the duty of City Superintendent John Jasper to re-examine any teacher on the request in writing of two inspectors or three of the ward trustees. The By-law Committee will submit at the next meeting a clause providing that such examinations shall be confined to subjects required to be taught by the class teacher in the grade of which the teacher is then in charge, together with "principles and methods of teaching."

The Committee on By-laws, etc., of the Board of Education, have been requested to submit to the Board an amendment to the by-laws, providing that in case of the death of any principal the school shall be closed on the day of the funeral without detriment to the salaries of the teachers and janitors.

Judge Joseph F. Daly has sustained the Corporation Counsel's opinion that the Sinking Fund must be counted as part of the city debt, and that, therefore, any further issue of bonds at this time for any municipal purpose is impossible. Probably the most serious effect of this decision at present is the veto it puts on the building of more school-houses. Unless the educational budget is swelled beyond anything heretofore known, the 10,000 children who cannot get into school now, and all the natural increase besides, will have to stay out indefinitely. In the face of facts like these, attempts to enforce the compulsory education law are ridiculous.

HORSFORD'S ACID PHOSPHATE.

FOR SICK HEADACHE.

Dr. N. S. READ, Chicago, says: "I think it is a remedy of the highest value in many forms of mental and nervous exhaustion, attended by sick headache, dyspepsia and diminished vitality."

LETTERS

A CASE OF DISCIPLINE. A boy in my school got angry on the play-ground because I umpired in the game, and abused me. I went in the school-house, and the unruly boy went to playing. I then interfered, and said, "You can't spoil another game." He said, "I will play." I said, "We'll see. If you come to school you'll do as the rest do." I also shook and slapped him. I scared him a little, but did not hurt him. I am arrested for it. Did I do wrong?

A. C. N.

There does not appear to be anything wrong in what you did; doubtless many would say you did just right. Yet there is another side: It is what you might have done for him, which you have now probably put it out of your power ever to do. Here was a bad boy. There were two courses to be pursued—to get along with him with as little trouble as possible, and get rid of him as soon as possible, or to make him a better boy. The first thing in laying the foundation of a house is to clear away the rubbish and make a place for it. So the first thing in attempting to lay the foundation of a good character in a bad boy is to clear away all misunderstandings between him and yourself, get right down to him, not what he seems to be. Get him to talk to you, don't try to preach to him. He will like to talk if he thinks you really care to hear him. He will tell you about himself. He will tell you what he likes to do. Right there is a place for you to drop in your first stone. Suggest something for him to do in a line with what he likes. He feels then that you are interested in him. It will be easier to find a place for the next stone. Thus in time you will be able to make a new creature of him. But you can not do this if your heart is hard toward him. You must set yourself right first.

A DISTRICT SCHOOL.—My school is a crowded district school, and consequently I cannot do many of the things which you advise; nevertheless I discern the benefits to be derived.

E. M. S.

Perhaps you cannot do all that you would like to do, but there is much that you can do, that others in graded and city schools could not do if they would, because of the powers that be. Your chief difficulties are the large number of classes, the necessity of supervising the whole school when your attention is required by the class reciting, and the large amount of seat work required to keep all profitably employed. The first difficulty may be greatly reduced by uniting classes and alternating recitations—higher arithmetic and algebra, geography and history, and penmanship and drawing. As to the supervision, there are teachers who never have to watch their schools. They teach their pupils to govern themselves, can absent themselves from the room for an hour or two, if necessary, and everything goes on as orderly as if they were there. This, of course, is a very desirable state of things. The seat work is the greatest tax on the teacher's ingenuity. It must not be simply a task to keep idle hands out of mischief, nor practice for the sake of skill in certain directions, nor the learning anything for the sake of knowing that thing. All of these things, however, are accomplished by making it what it should be—exercise for the gaining of strength. To make it this, there are certain laws of child-nature to measure it by so as to know whether it does meet these higher requirements. In mathematical work the love of accomplishment, the exultance over progress, may be appealed to by making the work of such a character that, when accomplished, the pupil feels that by his own effort he has done something he never could do before, or gained an idea he could never grasp before. Not only does he gain strength by such work, but he knows that he has gained, and this stimulates him to further activity. Then in history and geography there is the curiosity to be appealed to. "A strange thing happened at such a place—find out about it." In advanced geography he finds out the reason for things he has long wondered over.

WHAT IS REQUIRED OF TEACHERS.—I entered a room in the schools with which I am connected, a few days ago, and found a class in English grammar parsing. The teacher is justly famed for her superiority as an instructor. A word was parsed in usual form, and the pupil concluded by stating the rule of syntax in accordance with which the last given grammatical form of the word had been constructed (by the writer of the sentence). As I passed about the room, giving individual suggestions to my writing pupils, after the grammar class had been dismissed, I stepped to the teacher, and said: "Miss —, has it ever occurred to you that a rule of syntax is a rule of construction, to be applied by the user of language in constructing his expression correctly, and that to use it as your pupils have been using such rules, as part of the parsing of a word, is a misuse of it, and making it worthless?" She replied: "We are obliged to teach such use of it as we do, that our pupils may pass the Regents' examinations." My opinion is that the board of Regents would accept as correct an answer to a question, if the answer gave an indisputable reason for its conclusion, even if the conclusion was constructed contrary to every rule of syntax. Now what shall such a teacher do. She is subject to the powers that be, and these powers insist upon so many rules being taught that she has no time to teach right construction.

Go on with your practical mind articles. Until teachers and pupils observe the ordained laws of mental operation in teaching and studying language and all other things, there can be no true teaching, no certain knowledge, no mental training, no education worthy the name nor the effort.

J. H. J.

As the church is waiting for the millenium, so the whole profession of teaching is now waiting and working for the

reform which is permeating the whole body to be felt by the public, especially the powers that be.

KANSAS TEACHERS.—It has been rightly said that the State of Kansas, the young giant of the West, does nothing by halves. And now we can truly say that she has outstripped all her sisters in the number of teachers in attendance upon her state association, and has been outdone by none of them in enthusiastic educational spirit. The state meeting was the prelude to the great educational drama being enacted upon Kansas soil, whose most enlivening scene will be the meeting of the National Association at Topeka, in July next, and where the united efforts of this and states adjoining will culminate.

We want to see at least five thousand readers of the JOURNAL at Topeka in July. Come, and it shall be well for thee. Most sincerely, come.

JOHN C. HAMIN,
Humboldt, Kan. Supt. Schools.

There is abundant confirmation of the existence of this enthusiastic and progressive spirit among the teachers of the West—so much, that those of the slower going and more conservative East would like to know more about the work done out there. Wouldn't it be well for a number of the successful teachers to state to the readers of the JOURNAL, in a few brief articles, just what they are doing? Take us into your school-rooms, as you have into your association halls, and let us catch the spirit that prevails there. This hint applies to all the readers of the JOURNAL. If you have a good thing, be generous toward your fellow-teachers—let your lights shine.

EDUCATING THE WILL.—It seems to me that one important thing for the teacher to do is, to increase the moral energy of his pupils. This may be difficult, but it is not difficult to diminish it. The severe and inflexible discipline that prevails in many schools, obtains right action without the concurrence of the will, and this enfeebls or breaks that very necessary element in a strong character. All that the teacher wishes to give the child—instruction, application, wisdom, generosity, good manners, etc.—require the continual submission of his will. To lessen the energy of this faculty is a course so easy, that we take it without thinking. The tendencies of society and institutions are to make our youth effeminate. How to counteract this influence, how to cultivate energy, firmness, and strength of character, is one of the teacher's problems. What have the readers of the JOURNAL to propose as a solution?

J. H. THIRY.

WHAT SHALL BE DONE?—According to our Constitution we are supposed to be a religious community. Our public schools should be the place to train against all forms of infidelity and communism—the tendency for the last twenty years towards abolishing all forms of compulsory attention to law and order, and respect to superiors. The emigrants coming to us are largely from countries where rebellion to law and order is the ruling spirit. Consequently they cannot grasp the ideas of our freedom. Their dense ignorance is another obstacle; still carrying their old ideas of rebellion, they instill it into their children and teach them that even their teachers are against them. I think the only thing to do is to train the children to respect themselves and appreciate what is being done for them. It will require patience and a genuine love for humanity. I can't understand why the leaders in the solving of these social problems don't see that the greater part of the work will fall to our public-school teachers, and aid them in it by their sympathy, if nothing more. The grown-up ones in these various troublesome societies can't live forever, and the rising generation, being taught better, the trouble will adjust itself, to a great degree.

F. FUNSTON.

SUGGESTIONS AND CRITICISMS.—Questions and answers are not only worthless, but utterly misleading and pernicious. They form no part of the "new education," but are one of the most obnoxious of the features of the old. From time immemorial children in school have been questioned to death, and, worse than all, the cut-and-dried answers have satisfied the curiosity, and have prevented investigation. Of all the books prepared for teachers, the most worthless are the question books. All efforts to systematize the subjects, and arrange the questions in a sort of logical and serial order, will be of no use, for the principle is fundamentally wrong. But then it is so cheap a way to gain a reputation for great learning, that many a literary hack and educational charlatan, having no other stock in trade, will have recourse to them. With some encyclopedia in hand, they can find an obscure fact, prepare a question, and astonish their hearers or readers by the profundity of their wisdom.

But again, it is now generally admitted by the advocates of educational reform that the subjects presented to a child should have some relation to each other, so that a secondary class of ideas are induced, lying above mere sense-perception and reaching out in the direction of the higher reflective powers. Most of the questioners have no more idea of this principle of mental development than a donkey has of the catechism. For example, I saw in a recent number of the JOURNAL or INSTITUTE, questions, and a more absurd and mischievous medley was never put together. If you must publish such articles, I will furnish the matter at one dollar a ream. They are cheap and nasty.

Let me give one more concrete example from your own columns—one that appeared under the titles of "Live Questions" and "Live Answers":

Q. Who are the three greatest American writers?

A. Washington Irving, Hawthorne, and Emerson.

Here the question is a vague one, and involves matters of mere opinion. It is one that cannot be satisfactorily answered by any one not thoroughly read in American literature. It institutes comparisons between writers of different departments, where there are no common terms upon which to base likenesses and unlikenesses. It creates in the mind of the child a feeble curiosity which prevents investigation, and is satisfied with empiric and superficial answers. It leads the one taught into an assumption of wisdom, and exposes him to ridicule.

Now what does the "Live Answer" say? It gives, "ex-cathedra," an answer, as though this answer was the result of a scientific demonstration. It hints at no reasons, and encourages no study. It says, take what I give and go no farther in this direction! But let us examine this "Live Answer" a moment. Who are the three greatest American writers which we are to accept unquestioned?

One is in the field of belle-lettres and a historian; one is a novelist; and one is a metaphysician and philosopher. But in the field of history, is Irving greater than Prescott, Bancroft, Motley? Is not a person a little presuming who should compare these, and pronounce and announce in favor of the one as against the others?

Again in our literature, have we no rivals of Hawthorne in fiction, or of Emerson in philosophy? In selecting the greatest of American writers, why confine them to those three classes of writing? Why leave out theology, poetry, biography, and science? In the decision, was due attention given to Longfellow, Bryant, Whittier, Lowell, to Dooper, Kent, Story, Edwards, and the like?

But I have illustrated my point sufficiently, and I think you will agree with me, that such series of questions can be of no use to an intelligent person, and the only use to an unintelligent one is to still further narrow his exceedingly narrow mind.

J. J.

SEARCHING FOR TRUTH.—There are, it seems to me, many practices of the "old" and the "new" that are wrong—which practices might, of course, be disclaimed by the head and front of either, as discordant with the principles of their education. Now I cannot see that the New Education can claim to have sired correct educational principles; or else I am wrong in supposing that "knowledge getting, rather than knowledge gotten," was the end of Socrates' teaching, or that Objective Teaching is as old as the great teacher, or that the "Word Method" was not undreamed of by Rousseau. But I can see that in the New Education there is, in the main, a decidedly greater concord between right principles and right practices, than marked the Old Education. I was tutored under decidedly the old regime. For that I was not responsible. I am not ready to abandon the "old" in toto. For such a matter, or for an adoption in part or whole of the "new" I am responsible. And here's the rub! I cannot cut loose from one thing to tie myself to another, until I can see that this is right to be done—whatever the Capt. Bunbys of either school may think. So it is not in a spirit of quibbling that I approach this subject, but with a desire to see the truth.

E. C. B.

This is the proper frame of mind in which to begin the study of any subject, and especially in entering upon the important work of training the young, should all prejudice be laid aside, and careful, persistent investigation and critical examination be unimpeded.

ANSWERS.

Allow me respectfully to object to the answer to 191, in JOURNAL of Jan. 23, by S. A. S. When he says, "anything, a dress for example, fits to the (?) lady," he has little regard for the obvious transitive force of "fits." The clear meaning of the word is set aside. See Webster and Worcester. The sentence is from Reed & Kellogg's "Higher Lessons in English." Lesson 78. Then he says, "All is in the dative or indirect object, and may be called the direct object of fits." "called?" It is the object complement of "fits," and that only, and "all" is simply an adjective pronoun, explanatory of "them," or an adjective modifying "them." I happen to know that those authors would treat "them" as object complement of "fits." To have "all" as "indirect object," and then say it may be called something else, must involve some twisting that will make more kinks instead of fewer in grammatical difficulties.

C. JACOBS.

242. This question can best be answered and illustrated by a practical example.

Suppose one day out from Sandy Hook the mariner finds he has sailed due south 60 geographical miles. He has not changed his longitude, but is 1 deg. to the south of Sandy Hook. His latitude then is 39 deg., 28 min. N., his longitude 74 deg. W.

Suppose the next day at noon he finds he has sailed south-east 140 deg. geographical miles; he finds his latitude and longitude in the following manner, by means of the traverse table. This table represents a right-angled triangle, having the angle at the top (or bottom) of the page, and three columns headed: Distance, Latitude, Departure. The distance column represents the hypotenuse, the latitude column the perpendicular, and the departure column the base.

He enters this table with the angle 45 deg. (S. E.), and the distance 140, and finds the difference of latitude corresponding 99, and the departure 99. Now 90 miles equals 1 deg. 30 min., which he subtracts from yesterday's latitude, giving his present latitude 37 deg., 49 min. N. With the 99 miles of departure he finds the corresponding difference of longitude, thus: The middle latitude between yesterday's and to-day's latitude is 38 deg., 34 min., say 39 deg. With this he enters the traverse table again; and, corresponding to the departure 99 in the latitude column is 137 miles in the distance column: this 137 miles (equal 2 deg., 7 min.) is his difference of longitude. He subtracts this from 74 deg., and gets 17 deg. 53 min. W. as the longitude. He is thus, on the second day in the latitude 37 deg., 49 min. N., longitude 71 deg., 53 min. W.

If on this day he had sailed due east 90 miles this distance would have been his departure, and would have given the same longitude as in the preceding case, and by the same method.

It must be borne in mind that what is called difference of longitude on the equator corresponds to departure on a parallel of latitude, and that these departures decrease from the equator towards the poles. T. J. G.

BOOK DEPARTMENT.

NEW BOOKS.

A SHORTER COURSE IN RHETORIC. By C. W. Bardeen. New York: A. S. Barnes & Co.

This work is a condensation of the author's Complete Rhetoric. The chapters on Conversation, Preparation for the Press, and Extempore Speaking, found in his larger work, are omitted. Topics considered of minor importance are abridged, and a large portion of the illustrations are left out.

Practice work is important, and the amount of it in the Shorter Course is commendably extended. The author's methods of practice are excellent, and will commend themselves and the book to experienced and practical teachers.

The sections devoted to letter-writing contain many valuable suggestions. It is an important subject which the author has made practically interesting. The sections treating of narration, description, preparation, invention, style, purity, propriety, precision, and perspicuity, are well arranged, and the subjects commendably discussed. Figurative language, though briefly treated, is, perhaps, sufficiently extended for a primary work.

The thoroughly prepared and available index found at the end of the volume, is not an unimportant feature of the work. As a whole, it is a well-prepared primary rhetoric.

TOMMY'S FIRST SPEAKER. Edited by Tommy himself. Chicago: W. H. Harrison, Jr. 50 cents.

This is a collection of two hundred and fifty pieces, especially suited to and easily learned by very little children. It has an analytical index, giving the names of those pieces suitable for recitation by little boys, by little girls, and those suitable for either. They are charming, bright, and instructive, and may be spoken in the public or Sunday school reception, or at home before papa and mamma and other friends. The book is neatly printed and well bound, with illuminated board covers.

TALKS TO STUDENTS. By G. W. Hoenshel. Middletown, Va.: Hoenshel & Co. Price, 15 cents.

This little book contains the substance of the many talks to the students of the Shenandoah Normal College. The main lesson intended to be taught is the importance of every one making the most of the talents of which he is possessed; and it shows that honesty and perseverance and patience will finally end in success. It is a wholesome bit of advice which should be widely read and thought over.

THE ELOCUTIONIST'S ANNUAL: No. 13. Compiled by Mrs. J. W. Shoemaker. Philadelphia: National School of Elocution and Oratory. Price, 50 cents.

This volume contains a large number of new and popular readings, recitations, declamations, dialogues, tableaux, etc., suited to the social or public entertainment, and varying in character from grave to gay, serious to sentimental, severe to light, including many pieces of droll humor, and a number of character sketches. It contains two hundred pages, and is neatly printed and bound.

A HANDBOOK OF POETICS, FOR STUDENTS OF ENGLISH VERSE. By Francis B. Gummere, Ph.D. Boston: Ginn & Co. Price, \$1.00.

This volume assumes to occupy a place in the field of education which has long been but sparingly supplied with text books. It deals solely with versification. The author claims that the language of poetry is entirely different from prose, and should be studied independently. In most, if not all books on literature, prose and poetry are so combined as to detract much from the practical value of the information therein set forth. This book remedies this defect to a great extent. The author classes poetry with music and drawing, as limitless, imaginative, and harmonious, and opposed to painting and sculpture, which are limited, practical, and often discordant. It is treated in a systematic manner, as composed of several elements, subject-matter, style, metre, etc., each of which is defined and illustrated by examples. The author holds that the more delicate emotions cannot be appealed to in prose to the extent that they can in poetry, while the element of adornment, or so-called figurative speech, is mostly coincident with the latter. Being the expression of the imaginative and the beautiful, poetry cannot be moulded down to an exact science, for these attributes are abstract: it is therefore treated as an impalpable and infinite element of human life, second only to religion.

The subject is handled as by an artist, and the student is impressed with its grandeur, while the analysis makes it easy of comprehension. The system is practical in all its details, and entirely free from those airy flights which confuse more than they educate. As a text-book it will be found concise and positive.

MANUAL OF GYMNASTICS FOR THE SCHOOL-ROOM. Boston: New England Pub. Co.

This little book comprises two papers upon the subject: one by Prof. F. G. Welch, M.D., of Yale College, and one taken from the *Journal of Education*. The lessons are not new or original, but have been arranged and selected from many larger books upon the subject. In the first part, Dr. Welch treats the general principles, position, free gymnastics, and the various movements of hand, foot, arm,

shoulder, etc., and gives a series of lessons on the bean-bag and wand and dumb-bells, rings, and Indian clubs. In the second part are given exercises to be practiced with piano or organ accompaniment. The book is neatly printed and is bound in pamphlet form.

PRIMARY FRIDAYS. No. 2. Original and Selected Recitations for the Little Ones. Chicago: S. R. Winchell & Co. Price, 25 cents.

Here we have a collection of pieces specially designed for use in primary schools as Friday afternoon exercises. They are suitable for all grades of the primary, from the little tot who is just learning to read, to the older children of ten or eleven. Some of the pieces, if carefully studied, will be great helps in moulding the characters of the children.

FIVE-MINUTE DECLAMATIONS. Selected and adapted by Walter K. Fobes. Boston: Lee & Shepard. 50 cents.

In schools and colleges, for use in which this volume has been specially prepared, it is customary to allow but five minutes for each student to speak, and most of the pieces spoken are extracts from orations. In this volume there are one hundred declamations that have been tested and found to meet the demand. They are adapted to all emotions and natures—fiery, patriotic, serious, etc., and the extracts are mostly from American authors. The right place for this book is in the library of every school, college, and university, and of every student also. The book is neatly and well printed and bound in a compact form, and easily carried in the pocket.

EASY LESSONS IN GERMAN. By Adolphe Dreyspring. New York: D. Appleton & Co.

Many pupils have been discouraged at the outset in the study of language by bulky text-books and the superfluous technicalities which greet the first steps. In this little volume these defects have been overcome, and the pupil is introduced into a natural, easy method at the very start. The foreign term is applied directly to the object itself or its pictorial representation, thus, the pupil is shown a picture of a table, and, without further explanation, is told that in German it is called *tisch*; after which he is led by various means to explain that the German word *tisch* is equal to the English word "table." The lessons engage the organs of sight by pictures, and of hearing by dialogues in which grammar is taught more by analogy than by reasoning. The terminations, which are so important a part of the language, are conspicuously shown in the first lessons. At regular intervals test lessons in answering questions directly from the illustrations display the pupil's proficiency, and prepare him to intelligently enter upon a course in reading. Several features of the author's "Verb-Drill," which has become so popular among teachers, have been introduced. It is very certain that when the pupil has mastered these lessons, he will be not only ready, but anxious to pursue the study in more advanced text-books.

A WONDER-BOOK FOR BOYS AND GIRLS. Riverside Literature Series: Numbers 17-18. Part I.—"The Gorgon's Head." "The Golden Touch." "The Paradise of Children." Part II.—"The Three Golden Apples." "The Miraculous Pitcher." "The Chimera." By Nathaniel Hawthorne. Boston and New York: Houghton, Mifflin, & Co. 15 cents each.

We cannot too highly commend the effort which is being made, and successfully too, to drive the trashy, mind-enfeebling literature out of print. In the Riverside Literature Series are to be found some of the best writings of the English language, especially by American authors. In the present stories, like all of Hawthorne's writings, there is an undercurrent of ennobling thought and wisdom that will charm not only the boys and girls, but also appeal to the riper intelligence of their parents. The stories are so valuable and good that they have been translated and published in Germany.

STOPS: OR HOW TO PUNCTUATE. By Paul Allardye. Philadelphia: Geo. H. Buchanan. 35 cents.

This little book of seventy-five pages contains all the rules in punctuation which it is necessary for anyone to know. They are clearly stated, brief and to the point. Each mark is thoroughly explained in a concise manner. Each rule is followed by an example, in which its application is illustrated. The present little book is a reprint of the English edition, and is well printed on fine paper, with new type.

FIRST STEPS IN NUMBER. A PRIMARY ARITHMETIC. By G. A. Wentworth and E. M. Reed. Boston: Ginn & Co. Price, 35 cents.

This is an abridged edition of the larger book, for the use of pupils exclusively. To the lessons are added numbers in parenthesis, which refer to pages in the teachers' edition. It is designed to teach the value of number and its relations to figures, and to familiarize the pupil with the signs plus, minus, etc., used in arithmetic. It consists of a number of examples, and problems to be solved by the pupils; who, when the principles involved have been thoroughly mastered, will be prepared to enter upon more advanced work understandingly. The lessons have been graded from the most simple, in addition, subtraction, etc., through fractions and decimals, to percentage and interest. The plan of the book is well arranged. It is neatly printed, and bound with board covers.

YOUNG FOLKS' DIALOGUES. Edited by Charles C. Shoemaker. Philadelphia: The National School of Oratory. Paper, 25 cents; Boards, 40 cents.

This book contains thirty seven short, plain, and simple dialogues suitable for use in any private or public entertainment by young people. They are bright and sparkling in nature, and will interest both the participants and the audience. They are designed for children of either or both sexes, from five to 15 years of age, and arranged for from two to twelve characters. The book contains 120 pages neatly printed, with a neat cover.

THE EUREKA COLLECTION OF RECITATIONS AND READINGS. No. 1. Edited by Mrs. Anna Randall Diehl. New York: J. S. Ogilvie & Co. Price, 10 cents.

This is a collection of some of the best standard selections of such writers as Robert Buchanan, George W. Bungay, Gail Hamilton, Alice Cary, Robert Burns, S. H. Stoddard, Constance Fenimore Woolson, Mark Twain, J. T. Trowbridge, Robert Browning, and Shakespeare. These have been selected with a view to meet the wants of schools, social entertainments, and public and private readings, etc. The pamphlet is neatly printed with an illuminated cover.

LESSONS IN MATHEMATICAL GEOGRAPHY. By Silas Y. Gillan. Danville, Ill.: Published by the Author. Price, 25 cents.

This is an excellent little pamphlet, which will be of great advantage to teachers who have to deal with this branch of geography. It is divided into two parts. Part I. treats of a cube, its faces, angles, etc.; sections and solids; and the sphere at rest and in motion. Part II. treats of mathematical geography, United States land surveys, causes of day and night, change of seasons, etc. Its author has devoted much care and thought to the subject, and gives no definition that will not bear the strictest analysis.

THE STORY WITHOUT AN END. Translated from the German of F. W. Pickard. Chicago: S. R. Winchell & Co. Price, 10 cents.

This is the first of the Lakeside Series of Supplementary Reading for young people. It is a typical fourth-reader story, and is designed to interest pupils of that grade, being a narrative of a child's wanderings and dreamings in the fields.

BOOKS RECEIVED

AT THE OFFICE OF PRACTICAL TEACHER, CHICAGO.

The Greek Prepositions, by T. A. Adams. D. Appleton & Co., New York.

The German Verb Drill. A. Dreyspring. D. Appleton & Co., New York.

A Handbook of Poetics, by Francis B. Gummere. Ginn & Co., Boston. Mailing price, \$1.10.

Lessons on Practical Subjects for Grammar School Children, by S. T. and C. W. F. Little, Brown, & Co., Boston.

Tars: A Pastoral of Norway, by Bayard Taylor. Houghton, Mifflin, & Co., Boston. Price, 15 cents.

History of the United States, by Alexander Johnston. Henry Holt & Co., New York. Received from Jansen, McClurg & Co.

Whitney Calendar, also Emerson Calendar. Houghton, Mifflin, & Co.

Graded Exercises in Analysis, Synthesis, and False Syntax. Price, 50 cents. By N. C. Pershall, Rochester. Ivison, Blakeman, Taylor, & Co. New York.

Lessons on Color in Primary Schools. By Loretta Crocker, one of the Supervisors of the Boston Schools. S. R. Winchell & Co., Chicago.

Supplementary Reading: Lakeside Series. The Story Without an End. By J. C. Pickard. Little People, their Doings and Misdoings. S. R. Winchell & Co., Chicago.

From S. R. Maxwell & Co., Chicago. Oil Painting, Frank Fowler; retail, \$1.50. Drawing in Charcoal and Crayon, Frank Fowler; retail, \$2.50. One set of plates, showing sample work in crayons.

CATALOGUES AND PAMPHLETS RECEIVED.

Catalogue of the National School of Elocution and Oratory, for 1885, with Prospectus for 1886. Edward Brooks, A.M., Ph.D., President.

First Annual Report of the Industrial Education Association; April, 1885. General Alexander S. Webb, President.

Second Annual Report of the Columbia, S. C., Graded Schools, 1884-85. David B. Johnson, A.M., Superintendent.

Sixth Annual Catalogue of the Superintendent of Public Instruction of the Territory of Montana, for the year 1884. Cornelius Hedges, Superintendent.

Descriptive Catalogue of Illustrated and Fine Art Books, Juvenile, and Educational Works, Published by Cassell & Co., New York.

Report of the State School Commissioner of Georgia to the General Assembly; November, 1884. Gustavus J. Orr, State School Commissioner.

Report of the Department of Scientific Temperance Instruction, presented at the Eleventh Annual Convention of the W. C. T. U., of Pa., Oct. 22, 1885. Mrs. Joe D. Weeks, Superintendent.

Intoxicants, Prohibition, and our New Church Periodicals in 1884-85; by John Ellis, M.D.

Industrial Education; by Jane P. Cattell.

LITERARY NOTES.

Lee & Shepard have just issued "Haphazard Personalities—chiefly of Noted Americans," by Charles Lanman. It contains many anecdotes and incidents of Longfellow, Irving, Bryant, Henry Clay, Edward Everett, Horace Greeley, and many others.

The admirer's edition of "Beowulf" by Professors Harrison and Sharp has reached a second edition. It contains the text, notes, and a glossary.

The concluding volume of the "Financial History of the United States," by A. S. Bolles, has just been issued by D. Appleton & Co.

They also issue "The Correspondent," by James Wood Davidson. This gives in a convenient shape, all the usual forms of correspondence.

The Duke of Argyll is about to publish a book on the British land question.

The last book of Helen Hunt Jackson (H. H.) has just been issued by Roberts Bros. Its title is "Zeph." The author died before it was finished, but the outline of the plot is given to the close of the story.

Mr. F. Marion Crawford is now living in Naples, where he is busy with the concluding pages of his new novel, "The Tale of a Lonely Parish." It will be published before the close of the season by the Macmillans.

Messrs. G. P. Putnam's Sons will begin in March the publication of "The International Record of Charities and Correction," a 16-page monthly journal, devoted to humanitarian, economic, governmental, and practical discussions on the care and treatment of the poor and criminal classes, under the editorial management of Mr. F. W. Wines; price, \$1.00 per year, 10 cents per number.

A short time ago Mrs. J. H. Walworth wrote a novel called "The Bar-Sinister," which told the horrors of Mormonism. Now her publishers, Cassell and Company, have issued a new novel from her pen, entitled "Without Blemish—To-Day's Problem." In this she deals with the problem of the negro's future.

The unpublished part of Miss Burney's diaries, referring to the time preceding the publication of "Evelina," is soon to appear under the competent supervision of Mrs. Ellis, who prepared the recent editions of "Evelina" and "Cecilia."

Mr. Nordhoff's "Politics for Young Americans," has been translated into Spanish by the Attorney-General of Mexico, and is used as a school manual in that country.

The American Publication Society of Hebrew publish a new edition of Professor Wm. R. Harper's "Elements of Hebrew," which is well adapted for use in the class-room, it being the outcome of a successful teacher's experience.

"A Brother to Dragons" is the title of a story by an anonymous somebody from whom Mr. Aldrich expects great things. He will publish it in the March number of *The Atlantic*. The same number will contain a paper on "Americana," by Mr. Justin Winsor.

Mr. Frode's recent journey around the world has resulted in the production of "Oceana," and the American edition will be published by Messrs. Charles Scribner's Sons.

The illustrated edition of "Romeo and Juliet" brought out by Cassell & Co. is to be followed by similar volumes, each of which will contain a play of Shakespeare. "Twelfth Night" will be illustrated by George H. Boughton, and Sir James Linton will do twelve drawings for "Henry VIII."

Messrs. G. P. Putnam's Sons are about to republish the biography of Henry Fawcett by Mr. Leslie Stephen.

"The Rise and Fall of Cesar Birotteau," was a glad to learn, is to be the next volume in the fine Balzac Series of Messrs. Roberts Bros.

Mr. Robert Browning is at work on several new poems—one of them suggested by the representation of the "Eumenides" of Aeschylus, at Cambridge.

A well-known metropolitan business man, gave away about one hundred copies of Canon Farrar's "Success in Life" to his employees, as a Holiday gift by which they would not but be benefited.

Miss Jessie Fortherrill's "Healey" is not a new book. It is a republished novel. It came out in England about ten years ago, and was, we understand, a number of the Harper's "Choice Fiction" series about that time.

Only two persons, one of whom is not the editor of *Lippincott's Magazine*, know who has written the prominent serial story just begun in that periodical, "Taken by Siege." The scene is New York; and many of the characters, it is expected, will be unmistakably recognizable.

Messrs. Ginn & Co.'s Classics for children have received three recent additions: Ruskin's "King of the Golden River," written for a child-friend of the author, but only recently put into print; "Æsop's Fables," by J. H. Stickney, with a supplementary collection of fables from La Fontaine and Kriof; Sir Walter Scott's "Talisman," edited by Dwight Holbrook, Principal of the Morgan School, Clinton, Conn. All three of these manuals are annotated for school use by the editors. Also by the Messrs. Ginn & Co., "The New Third Music Reader," for students who have mastered the principles of elementary instruction, and are ready to use them in harmonic combination.

ANNOUNCEMENTS.

Messrs. G. P. Putnam's Sons announce for early publication: "Reflections and Maxims," by Bachelier Greene; "Le Romantisme Fran-

caise," edited for Students of French, by Professors T. F. Kane and S. J. Brun, of Cornell University; "The Appointing Power of the President," by Lucy M. Salmon; "The Political History of Canada," by Prof. Goldwin Smith; "The Story of Chaldee," by Z. Ragodin; and "The Story of Spain," by E. E. and Susan Hale.

Messrs. Ticknor & Co., Boston, announce for immediate issue "The Virginia Campaign of General Pope in 1862," "Christian Symbols and Stories of the Saints," by Clara Erskine Clement; "A Stroll with Keats," by Frances C. Brown; and "Poets and Problems," by George Willis Cooke.

Messrs. Ginn & Co. announce that the first series of "Hans Andersen's Fairy Tales," edited for home and school use, by J. H. Stickney, will appear on Feb. 15. They promise this work in three series, supplementary to the Third, the Fourth and the Fifth Readers, and illustrated with the original Pedersen pictures. We are also informed that we may expect a new book in May: "Analytic Geometry," by G. A. Wentworth, Professor of Mathematics, Phillips Academy, Exeter, N. H.

The J. R. Lippincott & Co., Philadelphia, have in active preparation and promise for early issue: "Builders' Work and the Building Trades," by Col. H. C. Seddon, R.E., Superintending Engineer R. M. dockyard, Portsmouth; "A Dictionary of Practical Surgery," by various British hospital surgeons, edited by Christopher Heath, F.R.C.S., Holme Professor of Clinical Surgery in University College, London; "The Weekenders: A Social Study," by George Thomas Dowling; "Lyrical Poems, Songs, Pastorals, Roundelays, Madrigals," by Emily Thornton Charles (Emily Hawthorne), author of "Hawthorne Blossoms," and "Othello," edited by Horace Howard Furness, A.M.

The Worthington Company announce the immediate publication of Mr. Swinburne's study of Victor Hugo. This monograph makes a volume of some 230 pages, and is one of the most brilliant specimens of its author's style. Swinburne worshipped Victor Hugo when he lived, and his eulogy is a masterpiece.

MAGAZINES.

The Critic, of Jan. 10, makes a strong plea for a free circulating library in the city of New York. *The Quiver*, for February, opens with a poem "White as Snow," followed by a description of "Two Famous London Churches," St. Margaret, Westminster, and St. James, Piccadilly, by W. Maurice Adams; and a paper on the "Opening of the Year," by Dean Howson. *The Chautauquan*, for February, contains an article on "Religion in Art," which is well worth reading, as is also the "National Museum," by G. Brown Goode. An article of special value to teachers is by Dr. Felix Oswald on "Physical Geography."

In *The Magazine of Art*, for February, by W. Maurice Adams, illustrates a poem by Austin Dobson. For English students there is a good description of Buckingham Palace. An epoch in the history of art is given in a description of the ancient city of Chester. *The Popular Science Monthly*, for February, contains a complete account of the preparations made for the removal of the obstructions at Hell Gate, East River, N. Y., from their commencement to the blowing up of Flood Rock, in October last, by General John Newton, Chief of Engineers. *The Sanitary Engineer* of New York deserves the careful reading of every one interested in architecture as well as sanitary matters. Some of its recent special illustrations are remarkably fine.

St. Nicholas, for February, is as beautiful and bright as ever a magazine could be. Among its attractions are stories, sketches and poems, by Frank R. Stockton, William Cary, Helen Jackson, Edward Brooks, Doris Read Goodale, Bessie Chandler, and others. The illustrations are profuse and exquisite. *Cassell's Family Magazine* shows in its table of contents some very attractive titles. Among them may be noticed "A Willful Young Woman," by the author of "Who is Sylvia?" "Lyndon of High Cliffs," by C. Despard; "The Typical New Yorker," by "An American," and "Three Somebodies," by Charles Johns. Beside a number of other papers of miscellaneous interest are the departments "What to Wear," and "The Gatherer." *The Atlantic*, for February, is notable by reason of Whittier's fine poem, "The Homestead." "An American Soldier in China," by A. A. Hayes; and the second installment of C. M. C. "In the Clouds." Other good things are: "An anonymous 'Rhapsody of Clouds'; "Salem Cupboards," by Eleanor Putnam; and the review of "A Half-Score of New Novellists."

February Magazine of American History is filled with timely articles of fresh and absorbing interest. The number opens with a strong, well-written article by Frederic G. Mather on the "City of Albany." A contribution of present moment is by Dr. Prosper Bender on the "Disintegration of Canada." Major William Howard Mills (U. S. A.) treats of the reorganization of the "Army of the Potomac" under Hooker, "furnishing a letter of President Lincoln, which no American reader can afford to miss. The mid-winter Century is remarkable for its variety of subjects of public moment. A peculiar interest attaches to General Grant's "Preparing for the Wilderness Campaign;" "Anecdotes of McClellan's Bravery;" and "Our March against Pope," by General Longstreet. "Antoine Louis Barye," the French sculptor, is the subject of the opening illustrated article, by Henry Eckford. George W. Cable contributes a paper on "The Dance in Place Congo." In fiction there are the opening chapters of Mr. Howell's new story, "The Minister's Charge." The fourth part of Mrs. Mary Halleck Foote's "John Bodevin's Testament;" "The Borrowed Month," by Frank R. Stockton; and "An Unfortunate Creature," by Mat Grim. Edmund C. Stedman contributes a notable poem.

The most severe cases of scrofula readily yield to Hood's Sarsaparilla, which purifies the blood.

ELY'S CREAM BALM

WHEN APPLIED

into the nostrils will be absorbed, effectually cleansing the nasal passages of catarrhal virus, causing healthy secretions. It allays inflammation, protects the membranous linings of the nasal cavity from fresh colds, completely heals the sores and restores the senses of taste, smell and hearing. Beneficial results are realized by a few applications.

It quickly cures Cold in the Head, and Catarrhal Headache.

A thorough treatment will cure Catarrh.

A particle of the Balm is applied into each nostril. It is agreeable to use—convenient and cleanly.

Not a Liquid, Snuff or Powder.

TESTIMONIALS.

Of the many Catarrh and Hay Fever remedies we keep in stock there is none of which our customers speak more highly than of Ely's Cream Balm. We have never handled a remedy that has increased so rapidly in sales or given such universal satisfaction.—C. N. Crittenton, 115 Fulton St., N. Y.

For fifteen years I have been greatly annoyed with this disgusting disease, which caused severe pain in my head, continual cropping into my throat and unpleasant breath. My sense of smell was much impaired. By a thorough use for six months of Ely's Cream Balm I have entirely overcome these troubles.—J. B. Case, St. Denis Hotel, Broadway, N. Y.

A young man six years in my employ was so afflicted with catarrh as to be at times unable to attend to business. He was entirely cured by the use of Ely's Cream Balm. I know of several other remarkable cures performed by its agency. I have used it for some years when occasion demanded for cold in the head, always with the most satisfactory results.—Eugene L. Button, 56 Warren St., N. Y.

A cold of unusual severity which I took last autumn developed into a difficulty decidedly catarrhal in all its characteristics, threatening a return of my old chronic malady, catarrh. One bottle of Ely's Cream Balm completely eradicated every symptom of that painful and prevailing disorder.—E. W. Warner, 165 Hudson St., Rochester, N. Y.

From the Pastor of the Olivet Baptist Church, Philadelphia, Pa.: I was so troubled with catarrh it seriously affected my voice. One bottle of Ely's Cream Balm did the work. My voice is fully restored.—B. F. Liepner.

I was troubled with chronic catarrh and gathering in my head, was very deaf at times, had discharges from my ears, and was unable to breathe through my nose. Before the second bottle of Ely's Cream Balm was exhausted I was cured, and to-day enjoy sound health.—C. J. Corbin, 923 Chestnut St., Field Manager, Philadelphia Pub. House, Pa.

ONLY TWO BOTTLES.—Messrs. Johnston, Holway & Co., Wholesale Druggists, of Philadelphia, Pa., report that some time ago a gentleman handed them a dollar, with a request to send a good catarrh cure to two army officers in Arizona. Recently the same gentleman told them that both the officers and the wife of a well known U. S. A. General had been cured of catarrh by the two bottles of Ely's Cream Balm.

The only reliable Catarrh Remedy on the market to-day is ELY'S CREAM BALM, being free from all poisonous drugs. It has cured thousands of acute and chronic cases where all other so-called remedies have failed.

Sold by Every Druggist or Sent by Mail on Receipt of Price.

50c. SEND FOR CIRCULAR AND TESTIMONIALS OF CURES. 50c. ELY BROTHERS, Druggists, Proprietors, Owego, N. Y. 50c.

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OR
Little Songs for Little Singers.

Nearly one hundred songs. Illustrated.
Mailing price, 25 cents.

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Send to the OLD RELIABLE. NO HUMB! Greatest inducements ever offered. Now's your time to get up orders for our celebrated *Teas and Coffees*, and secure a beautiful Gold Band or Moss Rose China Tea Set, or Handsome Decorated Gold Band Moss Rose Dinner Set, or Gold Band, or Moss Decorated Toilet Set, or white Granite Dinner Set, or Beautiful Parlor Hanging Lamp, or Watch. No house can give the same quality of goods and premiums as we. We stand at the head and defy competition. For full particulars address

THE GREAT AMERICAN TEA COMPANY,

P. O. Box 205, 21 & 23 Vesey St., New York.

I could scarcely speak; it was almost impossible to breathe through my nostrils. Using Ely's Cream Balm a short time I was entirely relieved. My head has not been so clear nor voice so strong in years. I recommend this admirable remedy to all afflicted with catarrh or colds in the head.—J. O. Tichenor, Dealer in Boots and Shoes, Elizabeth, N. J.

Many persons in Pittston are using Ely's Cream Balm, a catarrh remedy, with the most satisfactory results. A lady is recovering the sense of smell which she had not enjoyed for fifteen years. She had given up her case as incurable. Mr. Barber has used it in his family and commends it very highly. A Tuckhannock lawyer, known to many of our readers, testifies that he was cured of partial deafness.—Pittston Pa.) Gazette.

I suffered from acute inflammation in my nose and head; for a week at a time I could not see. I used Ely's Cream Balm and in a few days I was cured. It is wonderful how quick it helped me.—Mrs. George S. Judson, Hartford, Conn.

Twenty years of suffering from catarrh and catarrhal headache I never found anything to afford lasting relief until I tried Ely's Cream Balm. I have used two bottles, and now consider my catarrh cured. I have recommended it to several of my friends with like good results.—D. T. Higginson, 145 Lake St., Chicago.

Chronic Catarrh.—The result of 25 years' catarrh; the bridge, or division of the nose was about half gone. I obtained a bottle of Ely's Cream Balm; have used four bottles, applying it to the affected parts which has about cured up the nostrils. I had previously tried all other remedies on the market.—J. A. Wood, 96 North High St., Columbus, O.

I have been afflicted with catarrh for twenty years. It became chronic, and extended to my throat, causing hoarseness and great difficulty in speaking. I also, to a great extent, lost the sense of hearing. By the use of Ely's Cream Balm all dropping of mucus has ceased, and my voice and hearing has greatly improved.—James W. Davidson, Attorney at Law, Monmouth, Ill.

"A God-send is Ely's Cream Balm," writes Mrs. M. A. Jackson, of Portsmouth, N. H. "I had catarrh for three years. Two or three times a week my nose would bleed. I thought the sores would never heal. Your Balm has cured me."

The market to-day is ELY'S CREAM BALM, being free from all poisonous drugs. It has cured thousands of acute and chronic cases where all other so-called remedies have failed.

PARTNER WANTED.

The principal and proprietor of a well established INDEPENDENT NORMAL SCHOOL, in Iowa, desires to sell a half interest to a successful, experienced teacher who has means and business ability. The school is prosperous in every way, is not in debt and pays a large income. For full particulars, address T. H. E., Care School Journal, N. Y.

PROF. W. N. HULL, of Cedar Falls (Iowa) State Normal School, will open next July, a BLACKBOARD SCHOOL or SCHOOL OF VISIBLE ILLUSTRATION, that teachers of Primary Reading, Physiology, Physics, and all subjects capable of illustration may perfect their use of the crayon upon a blackboard. Write him for particulars.

EXCITEMENT UNABATED.

Proof that that Physician's Terrible Confession is True.

Cleveland, O., Herald.

Yesterday and the day before we copied into our columns from the Rochester, N. Y., *Democrat and Chronicle*, a remarkable statement, made by J. B. Henion, M.D., a gentleman who is well known in this city. In that article Dr. Henion recounted a wonderful experience which befell him, and the next day we published from the same paper a second article, giving an account of the excitement in Rochester, and elsewhere, caused by Dr. Henion's statement. It is doubtful if any two articles were ever published which caused greater commotion both among professionals and laymen.

Since the publication of these two articles, having been besieged with letters of inquiry, we sent a communication to Dr. Henion and also to H. H. Warner & Co., asking if any additional proof could be given, and here it is:

GENTLEMEN: I owe my life and present health wholly to the power of Warner's Safe Cure, which snatched me from the very brink of the grave. It is not surprising that people should question the statement I made (which is true in every respect), for my recovery was as great a marvel to myself, as to my physicians, and friends.

J. B. HENION, M.D.

ROCHESTER, N. Y., Jan. 21.

SIRS: The best proof we can give you that the statements made by Dr. Henion are entirely true, and would not have been published unless strictly so, is the following testimonial from the best citizens of Rochester, and a card published by Rev. Dr. Foote.

H. H. WARNER & CO.

To whom it may Concern:

We are personally or by reputation acquainted with Dr. Henion, and we believe he would publish no statement not literally true. We are also personally or by reputation well acquainted with H. H. Warner & Co., proprietors of Warner's Safe Cure, (by which Dr. Henion says he was cured) whose commercial and personal standing in this community are of the highest order, and we believe that they would not publish any statements which were not literally and strictly true in every particular.

C. R. PARSONS, (Mayor of Rochester.)

WM. PURCELL, (Editor *Union and Advertiser*.)

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JOHN VAN VOORHIS, (ex-Member of Congress.)

To the Editor of the *Living Church*, Chicago, Ill.

There was published in the Rochester (N.Y.) *Democrat and Chronicle* of the 31st of December, a statement made by J. B. Henion, M.D., narrating how he had been cured of Bright's disease of the kidneys, almost in its last stages, by the use of Warner's Safe Cure. I was referred to in that statement as having recommended and urged Dr. Henion to try the remedy, which he did, and was cured. The statement of Dr. Henion is true, so far as it concerns myself, and I believe it to be true in all other respects. He was a parishioner of mine and I visited him in his sickness. I urged him to take the medicine, and would do the same again to any one who was troubled with a disease of the kidneys and liver.

ISRAEL FOOTE, (D.D.)

(Late Rector of St. Paul's Episcopal Church, Rochester, N. Y.)

It seems impossible to doubt further in the face of such conclusive proof.

Correction of misprint: read "excluding" instead of "including," in announcement on inside page of cover of pamphlet lately published. STERN'S School of Languages of N.Y. City.

THE PUBLISHERS' DESK.

To accomplish the best results, teachers should keep the attention of their pupils alive. And to this end we would recommend teachers that include arithmetic among their studies, to examine the *Number Lessons for Supplementary Work in Arithmetic*, published by Messrs. Leach, Shewell, & Sanborn, of 87 Franklin St., Boston, and 748 Broadway, New York. This series consists of nine numbers, covering all the more important rules of arithmetic, the different principles being combined and applied in a manner at once useful and interesting. There are forty-eight lessons to each number, and five examples to each lesson, with plenty of paper of good quality for their solution. This is so arranged that they may be torn off as the work is done, or the whole can be preserved.

When anything combines usefulness with ornament, it may be said to have accomplished its work in the world. Such is the enviable fortune of Button's Raven Gloss Shoe-Dressing. It makes old shoes look new, softens and preserves the leather, and is all that could be desired in a shoe-dressing. It is manufactured by Messrs. Button & Ottley, New York, and purchasers should be careful to get the genuine article, with the trade-mark as shown in their advertisement in another column.

"Won't you take something?" To be sure I will, but being a person of strictly temperate ideas, I prefer something hot. A hot cup of tea or coffee, for example; something that will allow me to keep right side up with care, and not smash all the crockery. "What crockery?" Why the crockery that goes with the tea and coffee. I refer to the elegant gold-band and moss-rose tea, dinner, and toilet sets given away to purchasers of tea and coffee, by The Great American Tea Co., of 81 Vesey St., New York, who will send full particulars on application.

When we hear of a good thing we desire to let our friends know of it, and we feel we are doing a favor to all afflicted with deafness in calling their attention to Peck's Patent Improved Cushioned Ear Drums which perfectly restores the hearing and perform the work of the natural drum in an admirable manner. This is not an experiment nor a humbug, but has been proved a success by many persons who have been benefitted by its use. Send for an illustrated book with testimonials, to F. Hiscox, 853 Broadway, N. Y.

This has been an age remarkable for its progress in science and education; and perhaps no inventions have contributed more to our accurate knowledge of both lower and higher worlds than the microscope and telescope, which have multiplied our power of sight many times. Through their use, the infinite secrets of earth, sea, and air are constantly revealed to us. So it becomes necessary, in developing the best results of education, that these inventions should be put into the hands of students as soon as they are able to comprehend the workings of nature. We would call the attention of teachers and school officers to the firm of W. H. Walsley & Co., 1016 Chestnut St., Philadelphia, who make a specialty of the manufacture of microscopes and all accessories and apparatus, photographic outfits for amateurs, spectacles, eyeglasses, opera and marine glasses, etc., etc.

Attention is called to the advertisement of "Henslow's Botanical Charts," published by D. Appleton & Co., on the first page of last week's JOURNAL, also to the price, per set (with key), \$15.75, which was omitted in the advertisement.

We are in receipt of a beautiful calendar published by Mr. C. H. Browne, of 19 Bond St., N.Y. Mr. Browne is one of the most popular and handsome men connected with the educational book business in this city, and represents, besides his own publications, the house of E. H. Butler & Company, of Philadelphia, the Dixon Pencil Company, the Miller Bros. Steel Pens, and other interests. We recommend teachers visiting this city to call on him at his office, when in need of anything in his line, and can assure them of a warm welcome.

IMPORTANT.

When you visit or leave New York City, save Baggage Express and 24 Curriers Hire, and stop at the Grand Union Hotel, opposite Grand Central Depot. 600 elegant rooms fitted up at a cost of one million dollars, at \$1 and upwards per day. European Plan. Elevator. Restaurant supplied with the best. Horse cars, stages and elevated railroad to all depots. Families can live better for less money at the Grand Union Hotel than at any other first-class hotel in the city.

STATEMENT

OF

The Mutual Life Insurance Company of New York.

RICHARD A. McCURDY, President.

For the year ending December 31st, 1885.

ASSETS.....\$108,908,967.51.

Insurance and Annuity Account.

No.		Amount.	No.		Amount.
Policies and Annuities in force, Jan. 1st, 1885....	114,885	\$351,815,941 07	Policies and Annuities in force, Jan. 1st, 1886....	120,952	\$368,981,441 36
Risks Assumed.....	14,394	46,507,139 16	Risks Terminated.....	8,247	20,341,638 87
	129,190	\$398,323,080 23		129,190	\$368,981,441 36

Revenue Account.

To Balance from last account.....	\$97,009,913 08	By paid to Policy-holders:	
" Premiums.....	14,708,901 93	Endowments & Purchased Insurance.....	\$5,270,116 34
" Interest and Rents.....	5,446,052 35	Dividends & Annuities.....	3,211,900 00
		Deceased Lives.....	5,920,033 56
			\$14,402,049 90
		" Other Disbursements:	
		Commissions and Comutations.....	\$1,228,679 84
		Taxes.....	266,656 50
		Expenses.....	961,954 14
			2,487,290 48
		" Premium on Stocks and Bonds Purchased.....	409,882 87
		" Balance to new account.....	90,865,644 11
	\$117,224,867 36		\$117,224,867 36

Balance Sheet.

To Reserve for policies in force or terminated.....	\$103,846,253 00	By Bonds Secured by Mortgages on Real Estate.....	\$40,228,030 16
" Premiums received in advance.....	50,080 73	" United States and other Bonds.....	39,366,104 00
" Surplus at four per cent.....	5,012,633 78	" Loans on Collaterals.....	3,856,500 00
		" Real Estate.....	10,962,720 45
		" Cash in Banks and Trust Companies at Interest.....	2,619,643 21
		" Interest accrued.....	1,217,329 85
		" Premiums deferred and in transit.....	1,438,189 55
		" Sundries.....	189,550 29
	\$108,908,967 51		\$108,908,967 51

I have carefully examined the foregoing statement and find the same to be correct.

A. N. WATERHOUSE, Auditor.

From the Surplus above stated a Dividend will be apportioned as usual.

NEW YORK, January 20, 1886.

BOARD OF TRUSTEES.

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Absolutely the best. Softens and preserves leather. Makes ladies' shoes look new, and warms them.

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FREE!

F. J. KEARY & BRO., 25 Chambers St., N. Y., the largest importers of German Valentines and Toys in this country, desiring to clear out their stock previous to their removing to larger quarters, have sold us at less than the cost to import, 50,000 German Valentines, which we propose to give away to increase the circulation of our magazine, as follows: Send us \$1.00, for 8 mag. subscription to *Farm and Household*, our large, illustrated magazine for the home, and we will send you 1 large Miller and gold lace, 2 fold cushion valentine, 1 elegant floral, fringe, lace, continental valentine, 19 new comic valentines, mounted subjects, and 12 lovely embossed floral valentine cards, all by mail, free and postpaid. These 26 valentines at retail, would cost you over \$1. Money refunded if not satisfactory. Address FARM AND HOUSEHOLD, HARTFORD, CONN.

CURE FOR THE DEAF

Peck's Patent Improved Cushioned Ear Drums perfectly restores the hearing, and perform the work of the natural drum. Always in position, but invisible to others and comfortable to wear. All conversation and even whispers heard distinctly. We refer to those using them. Send for illustrated book with testimonials, free. Address, F. HISCOCX, 853 Broadway, N.Y. Mention this paper.

20 All Hidden Name Cards, or elegant 45 page Serial Autograph Album, 5 French Dolls with wardrobe of 20 pieces, and 500 New Scrap Pictures, all for 25 Cents. * SNOW & CO., Meriden, Conn.

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SPECIAL OFFERS:—We will send you our 15-c. *Fancy Work Book* new 1886 edition, for 3 two-cent stamps. Our new 10c. book *How to use Fancy Work* not right for 4c. A *FINE TIDY* and *Imported Silk* to sew & cut for 4c. A *Pinked Linen Tidy* and *Imported Silk* to work 4. for 25c. *Phonograph "Waltz" Embroidery* 50c. the per package. *Everything in this advertisement for 38 two-cent stamps 70c. Illustrated Catalogues free.* Address, J. F. INGALL'S, Lynn, Mass.

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We publish TREASURE-TROVE as you know—a capital paper full of educative ideas, and one that will do the children solid good—next best to going to school. We want your aid. Send us the names and addresses of those who are bonafide agents for books, papers, and magazines—enclose twelve cents and we will send you Charles Lamb's *Tales From Shakespeare*, or Robinson Crusoe, or Grimm's *Fairy Tales*, or Swiss *Family Robinson*, all finely illustrated.

E. L. KELLOGG & CO.,

25 Clinton Place, N. Y.

Care For

The eyes by expelling, from the blood, the humors which weaken and injuriously affect them. For this purpose use Ayer's Sarsaparilla. It gives tone and strength to the digestive apparatus, and, by purifying the blood, removes from the system every scrofulous taint.

After having been constantly troubled with weak eyes from childhood, I have at last found, in Ayer's Sarsaparilla, a remedy which has relieved and cured me. My general health is much improved by the use of this valuable medicine.—Mary Ann Sears, 7 Hollis st., Boston, Mass.

Nearly Blind.

I have used Ayer's Sarsaparilla, in my family, for over nine years. My oldest daughter was greatly troubled with Scrofula, and, at one time, it was feared she would lose her eyesight. Ayer's Sarsaparilla has completely restored her health, and her eyes are as well and strong as ever.—G. King, Killingly, Conn.

I have, from a child, and until within a few months, been afflicted with Sore Eyes. I have used Ayer's Sarsaparilla, for this complaint, with beneficial results, and consider it a valuable blood purifier.—Mrs. C. Phillips, Glover, Vt.

My little girl was badly afflicted with Scrofula, and suffered very much from Weak and Sore Eyes. I was unable to obtain relief for her until I commenced administering

Ayer's Sarsaparilla

sarsaparilla. This medicine has cured her of Scrofula, and her eyes are now well and strong.—H. P. Bort, Hastings, N. Y.
Prepared by Dr. J. C. Ayer & Co., Lowell, Mass.

The Eyes

Are always in sympathy with the body, and are quickly affected by its varying conditions of health or disease. When the eyes become weak, and the lids thick, red, inflamed, and sore, a scrofulous condition of the blood is indicated, for which Ayer's Sarsaparilla is the best remedy.

My little boy has always been afflicted, until recently, with Sore Eyes and Scrofulous Humors. We gave him Ayer's Sarsaparilla, and, in a short time, his eyes ceased to trouble him; the humor disappeared, and his health was restored.—P. Germain, Dwight st., Holyoke, Mass.

Perfect Cure.

I suffered greatly, a long time, from weakness of the eyes and impaired blood. I tried many remedies, but received no benefit until I began taking Ayer's Sarsaparilla. This medicine cured me. My eyes are now strong, and I am in good health.—Andrew J. Simpson, 147 East Merrimack st., Lowell, Mass.

My son was weak and debilitated; troubled with Sore Eyes and Scrofulous Humors. By taking Ayer's Sarsaparilla his eyes have been cured, and he is now in perfect health.—Alarie Mercier, 3 Harrison ave., Lowell, Mass.

My daughter was afflicted with Sore Eyes, and, for over two years, was treated by eminent oculists and physicians, without receiving any benefit. She finally commenced taking Ayer's Sar-

saparilla, and, in a short time, her eyes were completely cured, and her bodily health restored.—C. R. Simmons, Greenbush, Ill.
Sold by all Druggists. Price \$1; six bottles, \$5.

The ice cream joke comes in now when the dear creatures fall on the slippery pavement.

A little girl, aged nine, called her father to her bedside the other evening. "Papa," said the little diplomat, "I want to ask your advice." "Well, my little dear, what is it about?" "What do you think it would be best to give me on my birthday?"

It was a little girl at Malden, who, having been naughty, and having received a punishment from her mother, said this prayer fervently when she went to bed that night: "O God, please make me good; not real good, but just good enough, so I won't have to be whipped."

First Tramp: "I say, Bill, have you seen de paper dis mornin'?" Second Tramp: "Yes." First Tramp: "How's de stocks?" Second Tramp: "Dey was way up yesterday, wid prospects of furder advances ter-day." First Tramp: "It's goin' our way, Bill. You take Broad Street an' I'll take Wall."

Fogg crossed the ferry the other day. In speaking of it, he said: "I had just time to catch the boat, so I tossed two cents to the tollman and ran down the drop at full speed." "But," said Brown, "three cents is the fare. So the ferry folks were out a cent." "And I," replied Fogg, "was innocent."

When General Sherman was at Fort Bayard, he was asked by an Indian chief for an old field-piece that stood out in the enclosure. "Can't have it," was the laconic answer. "Why not?" "What do you want with it; to kill soldiers?" "Soldiers! Ugh! no. Use 'em kill cow-boys. Kill soldiers with club."

A Profitable Investment

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